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PUBLIC EDUCATION FOR THE 21ST CENTURY

From its earliest days as a state, Montana has set standards for its schools. Although the standards have changed throughout the state's first century, they have always reflected the efforts of many Montanans who care about improving education and ensuring the intellectual development and well-being of their most vital resource, their children.

In 1987-88, at the direction of the legislature, the State Board of Public Education undertook Project Excellence: Designing Education for the Next Century, a comprehensive review of the state accreditation standards. The result is a set of "blueprints" for each Montana school: educational goals that reflect the thinking of Montana's diverse citizens, who carefully considered what should be the components of the state's basic system of quality education.

The purpose of the new accreditation standards is to establish the foundation for a basic system of quality education for all Montana children, regardless of where they live. In addition, the standards are set with an eye to the future. Montanans are increasingly aware of the need to prepare their students for the challenges of the future--to prepare them for full citizenship, productive work, and further learning in the 21st century.

The standards represent common educational goals which, to use another architectural analogy, build the ground floor of each Montana school. The standards are minimums; they allow local school districts to define and organize their curricula and to go beyond the basic instructional program to meet their students' unique educational needs.

Outcome-Based Accreditation

The new accreditation standards represent a significant shift of emphasis from quantitative accreditation to outcome-based accreditation. The purpose of this change is to make local school districts more accountable and at the same time give them greater flexibility in how they use time, people, resources, and facilities to meet state education standards.

> Outcome-based accreditation requires a school to demonstrate that it can meet or exceed standards based on the essential learning skills and knowledge that students are expected to possess as a result of their K-12 schooling experience.

The standards constitute students' essential learning needs developed and assessed progressively through the primary, intermediate, and secondary levels. It is the school's responsibility to work with trustees, staff, parents, and community members to design, implement, and evaluate an educational program

that meets these outcomes in a stimulating and positive learning environment.

The concepts of equal opportunity and individual learning needs are at the core of the accreditation standards. The standards also recognize that school leadership and the school's physical and instructional climate contribute positively to students' attitudes and learning.

Finally, the new accreditation system affords the benefit of a built-in mechanism for school improvement statewide. The standards are an approval system that spurs continuous program evaluation and modification for greater school effectiveness. In essence, each school assesses itself, in accordance with the standards, and identifies areas of accomplishment and needed improvement. In this way, Montanans are assured that their schools constantly strive for top performance at all levels of instruction.

Accreditation Design

The accreditation standards for Montana schools are comprehensive. They set standards for "the total school"--for school leadership and climate, for academic achievement, and for the education program itself.

The education program covers elementary and secondary education in a progressive, sequential manner. It sets standards applicable to all learner areas as well as standards that apply specifically to communication arts, fine arts, health enhancement, mathematics, science, social studies, vocational/practical arts, library/media, and guidance programs. Curriculum development, assessment, and approval mechanisms are also addressed.

The standards shall be used as a complement to laws, regulations, and standards for teacher education and certification, special education, and other areas of school administration.

Schools for the Future

In its accreditation system, the State Board of Public Education, in partnership with the Office of Public Instruction, the education community, and Montana citizens, has defined expectations for student learning commensurate with the challenges students will encounter in the future. In that sense, Montana School Accreditation Standards is a visionary as well as a regulatory document.

The Board will continue this active partnership to ensure that Montana's schools are equitable, accessible, and excellent; that they fully utilize the gifts and skills of Montana educators; and that they foster the constitutional goal of establishing "a system of education which will develop the full potential" of every child in the state.

ACCREDITATION

The State Board of Education is responsible for establishing and maintaining standards for all public schools in Montana. The standards determine eligibility for state equalization aid; guarantee students the benefits of attendance in accredited schools and provide a basis for transfer; and establish a measure of educational adequacy by providing school districts with minimum standards for a basic system of quality education. The accreditation standards are reviewed and published annually.

1) The Board of Education adopts standards of accreditation on the recommendation of the State Superintendent of Public Instruction (20-7-101 MCA).

2) The Board and Office of Public Instruction shall establish procedures and schedules for reviewing the accreditation status of each school on a regular basis.

3) All rules shall be effective July 1, 1989. Some standards shall be effective on a phase-in basis.

Alternative Standard

1) Any school or school district may apply to the Board of Public Education through the Office of Public Instruction for permission to use an alternative to any standard, section of standards, or the entire set of standards, excluding required outcome standards or standards pertaining to law or certification requirements.

To do so, the school district shall provide the Office of Public Instruction evidence that the accreditation standards' learner outcomes are at the core of its curricula--that is, that the school district has put in place curriculum and assessment procedures which meet the stated outcomes and have been the results of the curriculum development process as outlined in the standards.

2) Permission to use an approved alternative shall be granted for one year and renewable for five years, if both the school or school district and the Board of Public Education find the one-year pilot to be workable and educationally sound.

3) The school or school district shall include an update on its alternative programs in its annual report to the Office of Public Instruction.

4) The Board of Public Education shall withdraw its approval of the alternative program at any time if sufficient reasons exist.

Categories of Accreditation

Schools may be accredited according to five levels of compliance with accreditation standards:

1) PROJECT EXCELLENCE accreditation: The PROJECT EXCELLENCE school shows an outstanding dedication to education. Staff are certified, appropriately assigned, and utilized to the fullest extent possible. Specialists, support personnel, and resource people are used to enrich the basic program. The school program and resources are excellent. The school uses "effective schooling practices." There is exceptional professional development. Facilities exceed appropriate standards. The school staff, parents, and community work together to provide a quality education. The community is involved in designing an effective program, providing resources for enrichment of the program, and generally encouraging a stimulating and positive learning environment.

2) Regular accreditation: The school meets the requirements for regular accreditation. Its students meet learner outcome goals. The staff is certified, appropriately assigned, and fully utilized. The school program and resources are adequate. Facilities meet appropriate standards. The school staff, parents, and community work together to provide a quality education. Regular accreditation is for one year.

3) Regular accreditation with note of minor deviations: The school meets most of the regular accreditation standards, but there are deviations from the standards that are of a minor nature. Regular accreditation with note of minor deviations will be for one year. If deviations are not corrected, the school will be moved to advice status.

4) Accreditation with advice status: The school exhibits serious and/or numerous deviations from the standards. The school must submit an improvement plan (developed by trustees, administrators, teachers, parents, and the community) to the Office of Public Instruction. IF a school is on advice status for two years and continues to have serious and/or numerous deviations, it will move to deficient status.

5) Accreditation with deficiency status: The fifth level is for schools that have been on advice status for two years, and continue to have serious and/or numerous deviations, or have substantially increased the seriousness of deviations over the previous year. A school that employs a noncertified teacher, has a facility that creates an unhealthy environment with safety and health hazards, or that provides an inadequate learning environment will be placed on deficiency status. The school administrator and the chair of the Board of Trustees must come before the Board of Public Education with an improvement plan and a systematic procedure for correcting the deviations noted.

6) Nonaccredited status: If a school is on deficiency status for three years and fails to document improvements, its accreditation will be rescinded, and it will have to reapply.

Compliance and Remediation

The Office of Public Instruction, or a select committee on accreditation, will work with the school to identify areas of noncompliance and to develop methods to overcome the deficiencies. This select committee will rate the seriousness of the deviations, specify the appropriate methods for correcting those deviations, and determine the length of time necessary to implement the corrections.

The Board of Public Education will appoint a Select Committee on Accreditation composed of a member of the Board of Public Education, a member of the Montana Education Association, a member of the Montana Federation of Teachers, a member of the School Administrators of Montana, a member of the Montana School Boards Association, a representative from the Office of Public Instruction, and an architect or person with knowledge of public school buildings. The committee will develop guidelines that specify criteria for each level of accreditation.

SCHOOL LEADERSHIP

SCHOOL LEADERSHIP

ADMINISTRATION

Leaders in Montana schools serve to help each student reach his or her full academic and personal potential. To this end, each school district shall commit itself and its resources to providing all of its students a balanced and challenging education. This commitment shall be supported at all administrative levels.

All school leaders share a commitment to instructional excellence, an environment of professionalism, and high expectations for themselves, staff, and students. They are open and flexible though uncompromising in their determination to create a warm, productive, and caring school climate--one in which parents, students, teachers, administrators, and other school personnel know what is expected of them and work together to help each student learn.

School leaders offer strong, positive, energetic, and visionary school leadership. They have clear, well-designed concepts of what they want their schools to become and can translate those concepts into goals for their schools and into expectations for their professional colleagues. They provide supportive supervision that fosters effective and creative instruction through a dynamic currriculum which fully meets the needs of all Montana children.

School District

Public education in Montana is accomplished by the formation of school districts governed by boards of trustees, who make policy, establish elections, set levies, and approve expenditures, and who serve at the will of the electorate according to the Montana Constitution, the laws of Montana, and the Administrative Rules of Montana of the Board of Public Education and other pertinent state agencies.

1) The Board of Trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.

2) The Board of Trustees will review the state accreditation standards annually.

3) Each school district shall provide the materials, financial resources, inservice, and facilities necessary to implement its curricula.

4) The school district shall have clearly articulated policies and goals, which are developed in consultation with school

personnel, students, and community members. The trustees shall evaluate these policies on a regular basis.

Each school district shall have in writing and available to the public:

a) A comprehensive philosophy of education which reflects the specific learning needs of students.

b) Goals to accomplish the state accreditation standards.

c) Student-outcome-based curricula for all grade levels served by the district.

d) Policies which delineate the responsibilities of the board, superintendent, and personnel employed by the school district. The trustees shall review these policies annually and make them available to employees and school patrons.

e) A policy on student, parent, and school employee due process rights.

f) An equity policy (see "School Climate" for state equity policy).

g) A transfer policy for assessing incoming students and their appropriate placement.

h) A materials selection policy for all curricular and support materials and a challenge procedure.

i) An academic freedom policy.

j) A copyright policy.

k) A community relations philosophy that promotes the greater use of school-community facilities and resources in order to provide for the educational, recreational, social, and cultural needs of all community members.

5) The district shall have valid, written contracts with all regularly employed certified administrative, supervisory, and teaching personnel.

6) The district shall have written policies and procedures for the evaluation of all school personnel. The individual evaluated shall have a written copy of the evaluation and access to his/her evaluation file.

7) The Board of Trustees shall establish conditions that contribute to a positive school climate and morale by encouraging cooperative and harmonious relationships among staff members, students, parents, and community.

8) To enhance a positive learning environment, the school district shall:

a) Establish a system to keep parents/guardians up to date on students' progress.

b) Use modern technology and equipment to facilitate management and instruction.

c) Guarantee that interscholastic and intramural activities and associated youth programs are used to enhance but not supplant instruction.

9) To ensure continuous education improvement, the district shall conduct a district self-evaluation program every five years, using the National Study of School Evaluation Evaluative Criteria or some other means. Schools are encouraged to use a visitation team of educators, students, trustees, and laypersons to validate the school's self-evaluation once every five years.

10) The Board of Trustees shall promote strong, positive school-community relations by encouraging active participation by all segments of the community and by encouraging staff and student involvement in the community.

11) The Board of Trustees shall transact official business with professional personnel and other employees through the district superintendent of schools except as provided in section 39-31-101 through 39-31-304 MCA.

Superintendent

The district superintendent serves as the executive officer of the Board of Trustees. The superintendent translates board policy and directives into an operating educational program. He/she is the link between the board and the school, providing information to the trustees, school personnel, and school patrons. The district superintendent shall:

1) Be certified in accordance with state statutes and Board of Public Education rules.

2) Be responsible for selecting and assigning all school employees and for the administration and supervision of the educational program, subject to the approval of the Board of Trustees.

Building Level Administrator: Principal

The building administrator's primary responsibility is to provide instructional leadership. To this end, a building administrator shall:

1) Be certified in accordance with state statutes and Board of Public Education rules.

2) Have at least 3 years teaching experience at the level (K-8, 5-12) assigned as administrator.

3) Exercise vision in defining and accomplishing the school's mission.

4) Ensure that teachers have high expectations for student achievement.

5) Stress the importance of parents' and students' roles in academic success.

6) Involve staff and others in decision making and in setting, assessing, and accomplishing education goals.

7) Carry out the district's policies and procedures.

8) Be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.

Administrative Personnel

Superintendents

1) Districts with fewer than 4 FTE certified staff shall employ a superintendent on a full- or part-time basis, or they shall use the county superintendent.

2) An elementary district with 4-11 FTE certified staff shall use the county superintendent or employ a half-time superintendent in addition to the building administrator. If properly certified, one full-time individual may fulfill the position of superintendent and building principal.

3) A combined elementary-high school district or a county high school district with 4-11 FTE certified staff shall employ at least a half-time superintendent in addition to the building administrator. If properly certified, one full-time individual may fulfill the position of superintendent and building principal.

4) A district with 12-29 FTE certified staff shall employ a half-time superintendent in addition to the full-time building administrator.

5) A district with 30 or more FTE certified staff, or 551 or more students, shall employ a full-time superintendent.

6) A district may seek alternatives if it wishes to share superintendents (see "Alternative Standards," page 3).

A district may employ a part-time or full-time superintendent at any time, or it may seek alternatives (see page 3) to share a superintendent.

Where superintendents are shared, one superintendent may serve all the cooperating districts.

Building Administrators

1) Schools shall employ appropriately endorsed building administrators as follows:

A supervising teacher/county superintendent for schools with less than 4 FTE certified staff
.5 FTE for schools with 4-11 FTE certified staff
1 FTE for schools with 12-29 FTE certified staff or 250-550 students
2 FTE for schools with 551-1050 students
3 FTE for schools with 1051-1550 students
4 FTE for schools with 1551-2050 students
5 FTE for schools with 2051 or more students

2) In schools with more than one building administrator, the first administrator shall be appropriately endorsed as a principal. The additional administrators may have other administrative endorsements at the appropriate level that accurately reflect their supervisory responsibilities.

3) A school district may assign properly certified and endorsed curriculum coordinators for the instructional program. In schools with more than one FTE building administrator, the curriculum coordinators may be substituted for one of the building administrators.

INSTRUCTIONAL STAFF

Teachers are the key to Montana's educatopm system. They are involved in decisions, curriculum development, and student assessment and in the promotion of a school climate that enhances student learning, achievement, and well-being. They understand, respect, and maintain high expectations for all students and set objectives that students clearly understand. They know their teaching areas, use appropriate methods and assessment, and work closely with parents. Their teaching meets the standards of educational opportunity and equity set by the Board of Public Education.

Certification

1) All teachers shall hold valid Montana teaching certificates. Administrators who teach also shall hold teaching certificates. All supervisory personnel shall hold appropriate certificates.

2) The term "all teachers" shall be interpreted to include teachers involved in the classroom instructional activities of any state or federally financed program or project.

3) An emergency authorization of employment is not a valid certificate; it is granted to a district which, under emergency conditions, cannot secure the services of a certified teacher.

4) All school pyschologists must be certified with a Class 6 specialist certificate.

5) Study hall supervisors and teacher aides need not be certified. However, an instructional aide assigned to a classroom shall be under the direct supervision of that classroom's teacher.

6) In accordance with state law, salary shall be withheld from teachers who have not registered their certificates in the office of the county superintendent within 60 calendar days after their term of service begins.

County superintendents shall receive from the schools a list of district professional staff and their assignments and shall advise school districts of professional staff who do not have current registered certificates.

7) All teachers shall file official transcripts of all college work in the office of their chief school administrator. If there is no district superintendent or principal, the county superintendent is the chief school administrator.

8) All personnel whose qualifications are not outlined in the certification standards must have a license issued by the appropriate state or federal licensing agent if required by the existing rules and regulations.

9) All teachers holding a provisional (Class 5) certificate will file the plan of intent from the college where they are completing their program in the office of the chief administrator. The district will ensure a yearly reduction of the deficiencies from each teacher's plan.

Staff Assignments

Teaching Staff

1) Teachers shall be assigned at the levels and in the subjects for which their certificates are endorsed. Exceptions are:

a) Individuals serving in internship positions approved by the Board of Public Education.

b) Teachers assigned in grade 5 or 6 in the departmentalized classroom or middle school, who hold a 5-12 secondary certificate, must be endorsed in the subjects they are teaching. A 5-12 certificate will not cover a grade 5 or 6 assignment in a self-contained classroom.

c) For a clarification of teaching assigments in departmentalized and secondary settings, see Appendix A.

2) Certification at the elementary level based on a bachelor's degree entitles the holder to teach in grades K through 8.

Library Staff

1) Each school shall have a full-time or part-time certified school library/media specialist with a K-12 library/media endorsement at the ratio given below:

126-250	1/2 time
251-500	1 FTE
501-1000	1 1/2 FTE
1001-1500	2 FTE
1501-2000	2 1/2 FTE
2001---	3 FTE

2) Schools and/or districts of fewer than 125 students shall employ or contract with a certified, endorsed school library/media specialist, or they shall seek alternative ways to provide library/media services, using certified personnel. For example, they may contract for services or receive services from a regional, certified library/media specialist provided through joint efforts of adjacent districts and/or counties.

Alternative services shall include:

a) Instruction in library/media skills

b) Administration of a library program that meets the district's instructional goals.

c) Collection development and management

d) Reader assistance

e) Library collection management

f) Inservice in the use of new materials and equipment

When a school district uses alternatives to meet this standard, it shall submit a description of the alternatives and seek approval from the Office of Public Instruction.

Guidance Staff

1) A certified counselor will be responsible for the implementation and monitoring of the district's guidance program.

2) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students and a minimum equivalent of one full-time counselor for each 300 high school students (including grades 7 and 8 if high school funding is received) shall be provided.

3) Schools and/or districts of fewer than 125 students shall employ or contract with a certified, endorsed school guidance specialist, or they shall seek alternative ways to provide guidance services, using certified personnel. For example, they may contract for services or receive services from a regional, certified guidance specialist provided through joint efforts of adjacent districts and/or counties.

Teacher Load and Class Size

1) Because of Montana's rural nature, a minimum class size at any grade level or for any subject offered shall not be required. One pupil may be considered a class.

2) To allow students to progress at their own rate, the Board of Public Education encourages schools to consider using nongraded classrooms. Schools wishing to vary class sizes and/or total loads shall seek the approval of the Office of Public Instruction. Provisions for support personnel are mandatory when class size or total load exceed the standards, unless the teaching methods and the quality of instruction can be shown to nullify the effect of larger class size on student performance.

Elementary Schools

1) In single-grade rooms, the maximum class size shall be:

a) No more than 20 students in kindergarten
b) No more than 22 students in grade 1
c) No more than 24 students in grade 2
d) No more than 26 students in grades 3 and 4
e) No more than 28 students in grades 5 through 8

2) In multigrade classrooms, the maximum class size shall be:

a) No more than 20 students in grades K, 1, 2, and 3
b) No more than 24 students in 4, 5, and 6
c) No more than 26 students in grades 7 and 8

3) Multigrade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade.

4) In one-teacher schools, the maximum class size shall be 18 students.

High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates

1) In addition to the school administrator, the school shall employ a sufficient number of FTEs to allow for departmentalization. Each program offered shall have properly endorsed FTE(s).

2) Individual class size shall not exceed 28 students, except where schools are experimenting and have the approval of the Office of Public Instruction.

a) Health enhancement and typing classes shall have no more than 28 students.

b) Class size limits do not apply to instrumental music or choral groups.

3) The number of students assigned a teacher per day shall not exceed 140.

a) Teachers with a significant writing program shall have a maximum load of 100 students.

b) Laboratory class size shall be limited for safety purposes by the number of laboratory stations in the classroom.

c) Study hall, regardless of size, shall be counted at 15 students.

d) Student limits do not apply to instrumental music or choral groups.

e) Library, guidance, and study hall duties are assigned student responsibilities. However, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire day.

PROFESSIONAL DEVELOPMENT

1) As part of a continuous program for instructional and administrative improvement, each school district shall provide a minimum of three days of professional development annually for each certified employee. A day of professional development is defined as six hours of actual contact time. Professional development time may be divided into no less than two hour increments to facilitate delivery of professional development programs.

2) By April 15 of each year, the school district shall formulate a professional development plan which includes:

a) Goals and objectives appropriate to the professional development needs of teachers, administrators, school trustees, and all other school personnel.

b) Acceptable activities.

c) Evaluation methods required for each activity in the plan.

3) The Board of Trustees shall establish an advisory committee to develop and evaluate the plan. The committee shall include but not be limited to teachers, administrative personnel, and trustees. A majority of the committee shall be teachers.

4) The plan shall be on file in the school's administrative office or with the county superintendent. It shall be available to employees and school district patrons.

SCHOOL CLIMATE

SCHOOL CLIMATE

The Montana public school is a positive partnership of school trustees, staff, students, parents, and the community. Its central purpose is the intellectual development of its students.

Each student in the Montana public schools shall have equal access to a balanced and challenging education that addresses present as well as future needs and that prepares Montana's youth for full citizenship, productive work, and lifelong learning.

Opportunity and Educational Equity

1) The school district shall not discriminate against any student on the basis of sex, race, marital status, national origin, or handicapping condition in any area of accreditation. This includes programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activities. It is the purpose of the accreditation standards to guarantee equality of educational opportunity to each person regardless of sex, race, marital status, national origin, or handicapping condition. (History: Sec. 20-2-121(7) MCA; IMP, Sec. 20-7-101 MCA; NEW 1985 MAR p. 352, effective 7/1/86.)

Further, the school district shall:

2) Encourage cooperative and harmonious relationships among staff, students, parents, trustees, and community. The Board of Trustees is encouraged to carefully examine, among other things, excessive staff turnover as a sign of possible deficiency in school morale.

3) Create teaching and learning conditions that meet the district's educational goals and attract and maintain a quality staff.

4) Develop policies, procedures, and rules that respect the rights of all learners and promote an awareness of and concern for the well-being of others.

5) Offer programs and services which, in content and presentation, are free of bias and stereotyping in terms of age, sex, religion, race, national origin, or handicapping condition.

6) Provide programs and services that meet the needs of at-risk students.

7) Inform students of its expectations and of students' rights and responsibilities.

8) Encourage students to take responsibility for their education, including preparing and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately.

9) Encourage the active involvement of parents in their children's education and in their school.

10) Provide opportunities for parents, educators, and community leaders to take active roles in developing and reviewing educational goals.

11) Promote the greater use of school-community facilities and resources and interagency coordination in order to provide for the educational, recreational, social, and cultural needs of all community members.

School Year and School Week*

1) The school district shall schedule a school term of at least 180 days, Monday through Friday, in accordance with state law.

2) A Saturday may not count as an instructional day unless it is used as a make-up day when an emergency has closed the school during the regular school week. In such emergencies, approval for holding school on a Saturday must be obtained from the Superintendent of Public Instruction except where an emergency is of one day's duration and is to be made up on Saturday of the same week, in which instance the district or county superintendent may approve the make-up day.

Standard School Day*

1) "...a school day of pupil instruction shall be at least 2 hours for kindergartens and all other preschool programs, unless a variance has been granted by the superintendent of public instruction in accordance with the policies of the board of public education, at least 4 hours for grades 1 through 3, and at least 6 hours for grades 4 through 12. The number of hours in any one school day for grades 4 thorugh 12 may be reduced by one hour if the total number of hours in the school week is not less than 30 hours." (20-1-302 MCA)

2) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.

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*The Board of Public Education is seeking legislation which will allow for greater flexibility in the school year, week, and day and which will allow school staffs time for curriculum development and assessment and program implementation.

3) Scheduling of the instructional school day and year will be flexible to the degree that the educational goals across the curriculum are achieved.

4) School districts may explore the effectiveness of nontraditional school calendars (e.g., four-day week, 45-15 format) and report their findings to the Office of Public Instruction. [Based on pending legislation.]

SCHOOL FACILITIES

A school's physical environment has a direct effect on the school's tone and spirit. A school should be a safe, healthy place that contributes positively to students' attitudes toward school and to their educational achievement.

1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state, and national codes, regulations, and laws (see Appendix C).

2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals in an active learning environment for all students.

3) The Board of Trustees shall be responsible for providing a pleasant and safe educational facility that is accessible to all students. Facilities shall meet the needs of special student populations.

4) The school district shall evaluate class size and time which make optimal and safe use of equipment and facilities.

5) The school shall provide the necessary equipment for emergency nursing care and first aid.

6) When the school district trustees consider major remodelling or building a facility, they shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.

STUDENT RECORDS

1) Each school shall keep a permanent file of students' records, which shall include the name and address of the student, his/her parent or guardian, birth date, academic work completed, level of achievement (grades, standardized achievement tests), immunization records as per 20-5-406 MCA, and attendance data.

2) Student records shall be kept in a fireproof file or vault in the school building or, for rural schools, in the county superintendent's office. Each school district shall establish policies and procedures for the use and transfer of student records, which are in compliance with state and federal laws governing individual privacy.

3) All inactive permanent records from a school that closes shall be sent to the county superintendent or the appropriate county official.

Special Education Records

1) Each school shall maintain a separate records file for each student receiving special education and/or related services. As a minimum, each record will contain the materials required by federal and state special education laws.

2) Records will be maintained in a secure and confidential manner.

3) Each district shall establish written procedures for the destruction of confidential records. Records are to be kept for a minimum of five years after termination of special education services or after age 18 or legal age.

See Appendix F for guidelines on recordkeeping.

SCHOOL PROGRAM

ACADEMIC REQUIREMENTS

Basic academic requirements form a solid foundation for each school's education program. Schools shall meet or exceed these requirements through carefully developed curricula and supportive resources.

ELEMENTARY SCHOOLS

Basic Education Program

1) As a minimum, an elementary school shall have an educational program that meets the outcomes set forth in the program area standards at the appropriate levels (see "Program Area Standards").

2) Every teacher shall prepare a daily or weekly plan of instruction. Time allotments in daily and weekly schedules shall be flexible for meeting individual student needs since all children do not need exactly the same amount of time in each subject every day.

MIDDLE SCHOOL

A middle school, as defined in ARM 10.13.201, differs from a junior high school because middle school philosophy specifically addresses the unique nature of middle school children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to approach instruction and teaching in a variety of ways, to undertake interdisciplinary work, and to plan blocks of course work deriving from the intellectual, social, emotional, and physical needs of middle school students.

Basic Education Program

1) A middle school minimum curriculum shall include the subjects below and maintain them in balance. Critical and creative thinking, career awareness, lifelong learning, and safety will be incorporated in the school program.

2) Schools using this standard to incorporate flexibility in quest of a quality program shall document the program with curriculum guides, class schedules, and other means to maintain balance among and within the disciplines outlined below. Such documentation shall be reviewed and approved by the Office of Public Instruction. The middle school curriculum must fall within

the continuum of skills that are part of the K-12 program in all disciplines.

3) If the middle school program for grades 7 and 8 is funded at high school rates, it shall include:

a) Visual Arts: art history, art criticism, aesthetic perception, and production

b) English Language Arts: literature, language study, reading, writing, listening, speaking, and thinking

c) Health Enhancement

d) Social Studies

e) Mathematics: written and mental computation and problem solving

f) Music: general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production)

g) Physical and Life Sciences

h) Vocational Education/Practical Arts such as agriculture, business education, home economics, industrial arts, and marketing

i) Exploratory courses such as creative writing, dance, drama, foreign language, photography

JUNIOR HIGH AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES

Basic Education Program

The basic education program for junior high school and grades 7 and 8 budgeted at high school rates shall include study that meets the learner outcomes set forth in the accreditation standards. Study areas identified as meeting the learner outcomes include:

1) English Language Arts
   - 3 units in junior high
   - 2 units in grades 7-8

2) Social Studies
   - 3 units in junior high
   - 2 units in grades 7-8

3) Mathematics
   3 units in junior high
   2 units in grades 7-8
4) Science
   3 units in junior high
   2 units in grades 7-8
5) Health Enhancement
   1/2 unit each year in junior high and grades 7-8
6) Visual Arts
   1/2 unit each year in junior high and grades 7-8
7) Music
   1/2 unit each year in junior high and grades 7-8
8) Vocational/Practical Arts
   1/2 unit each year in junior high and grades 7-8
9) In addition, students shall have the opportunity to take:

   Foreign Language
   1/2 unit each year in junior high and grades 7-8

HIGH SCHOOLS

Credit

1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units. However, at its discretion, the governing authority may require additional units of credit for graduation. A unit of credit shall be given for satisfactory completion of a full-unit course.

2) A unit of credit is defined as the equivalent of at least 200 minutes per week, with a minimum of 50 minutes per class for one school year.

Fractional Credit

1) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local administrator's permission.

Alternative Credit

1) With the permission of the school district trustees, a student may be given credit for a course, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the learner outcomes stated in the education program.

2) Any Montana high school shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the

student's official transcript.

Graduation Requirements

1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that meet the required student outcomes.

Option 1: No requirements for specific study areas.

Option 2: See below:

In order to achieve the outcomes set forth in the accreditation standards, the following units have been identified as minimums:

4 units of English Language Arts
3 units of Mathematics
3 units of Social Studies
2 units of Science
2 units of Health Enhancement
1 unit of Fine Arts
1/2 unit of Life Skills (from Vocational/Practical Arts)

These 15-1/2 units shall be part of 20 units required for graduation.

2) Units of credit earned in any Montana high school accredited by the Board of Public Education shall be accepted by all Montana high schools.

3) In accordance with the policies of the local Board of Trustees, students may be graduated from high school with less than four years enrollment.

Basic Education Program Offerings

The basic education program for each high school shall be at least 22 units of course work that meet the learner outcomes set forth in the accreditation standards. Study areas identified as meeting the learner outcomes shall include at least the following:

4 units of English Language Arts
3 units of Mathematics
3 units of Science
3 units of Social Studies
3 units of Vocational/Practical Arts
2 units of Fine Arts
2 units of Foreign Language
2 units of Health Enhancement

THE EDUCATION PROGRAM

Accreditation requires a school to demonstrate that it can meet or exceed standards based on the essential learning skills and knowledge that students are expected to possess as a result of their schooling experience. Thus, Montana's accreditation standards emphasize student learning and the people and resources needed to meet each student's learning needs.

Access and Individual Need

Equal opportunity to learn and meeting individual learning needs are the primary considerations of all programs areas, at all levels. In order to integrate these concepts throughout the education program, each Montana school district shall meet the following standards:

1) Each school district shall develop and implement processes that assist staff members in assessing the educational needs of each student.

This assessment shall include but not be limited to students identified as gifted and talented, at-risk, in need of special services, ethnic minorities, bilingual, and the educationally disadvantaged.

(Educators are encouraged to use the technical assistance team model in "Special Education" below to address the educational needs of other student populations.)

2) In developing outcome-based curricula in all program areas, the school district shall:

a) Provide learning experiences matched to each student's interests, readiness, and learning style.

b) Take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources.

c) Nurture an understanding of the values and contributions of Montana's Native Americans and the unique needs of Native American students and other minority groups.

d) Provide learning resources that are universally available, free of bias, culturally inclusive, and current.

e) Provide opportunities for individual self-direction and decision making.

f) Provide equal access to learning resources, including technology.

g) Provide instructional materials which are sequential and compatible with previous and future offerings.

Gifted and Talented

Gifted and talented students have outstanding abilities and are capable of high performance in one or more areas, including creative and productive thinking, leadership, intellectual and academic abilities, and visual and performing arts talents. The education program shall provide opportunities that encourage these students to achieve their potential contribution to self and society.

1) The school district shall make an identifiable effort to provide educational services to gifted and talented students, which are commensurate with their needs and foster a positive self-image.

2) Such services shall be outlined in a comprehensive district plan which includes:

a) Identification of talent areas and student selection criteria according to a written program philosophy

b) A curriculum which reflect student needs

c) Teacher preparation

d) Criteria for formative and summative evaluation

e) Supportive services

f) Parent involvement

Special Education

Special education is more than a separate domain inside the school system. It is part of a continuum of education that encourages students with a wide variety of educational problems to achieve their potential.

The effectiveness of all special education programs is influenced by the degree of coordination and communication between regular and special education. Since not all students qualify for special education services, these students' needs must be met in the regular classroom or in other education programs.

Schools serve students by implementing the following standards.

1) Each school district shall meet all federal and state laws and regulations addressing special education.

2) Each school district shall use the Montana Special Education Reference Manual as guidance for administering special education programs.

3) Each school district shall establish technical assistance teams whose primary purpose is to offer structured support and assistance to regular education teachers in identifying and meeting diverse student needs, and to provide a framework for considering a full range of alternatives for addressing student needs.

The technical assistance team shall be established in each school building in order to provide immediate and relevant support and to ensure personal commitment to the team's decisions.

Each school district shall establish policy and procedure guidelines for participation, development, use, and evaluation of assistance teams.

4) Each school shall be responsible for the following:

a) Handicapped students shall be given opportunities to become confident, dignified, and self-sufficient members of society.

b) To the maximum extent possible, and when appropriate, handicapped students are educated with nonhandicapped in the district in which they live.

c) A student shall receive special education only when documentation shows that the student cannot be appropriately educated in the regular program.

d) A current individualized education program is prepared for each student receiving special education.

5) Each school district with middle, junior high, or high school(s) shall require the development and use of processes to waive specific learner outcomes based on individual student needs, performance levels, age, maturity, and assessment of ability. Outcomes which are viewed as the result of this process must be identified on a student's transcript.

6) A student who has successfully completed the outcomes identified on an individualized education program shall be awarded a diploma.

Cross-Content and Thinking Skills

All disciplines in the education program are interdependent and empowered by the application of creative and critical thinking skills. Subjects cannot be taught in isolation; they do, in fact, overlap and find their greatest value when they are part of an integrated program of knowledge, skills, and opportunities that challenge students. To this end:

1) Recognizing that the interdependence of skills and content is essential to an effective education program, the school district shall develop curricula that integrate program area skills across curricular content and that give students opportunities to use these skills in meaningful contexts that relate to the world around them.

2) The school district shall develop curricula at all grade levels and in all program areas that encourage students to understand and apply thinking and problem solving skills. The curricula shall allow students to:

a) Identify and define a problem

b) Learn methods of gathering, analyzing, and presenting information

c) Practice logical, creative, and innovative thinking and problem solving skills in a variety of situations

d) Apply the skills of decision making and reasoning

The specific program areas address thinking skills in greater detail. Schools are encouraged to use these sections to guide total curricular development (see "Program Area Standards").

Technology and Distance Learning

Students need access to current materials and resources in all program areas and at all levels. While the school district shall have the flexibility to determine the educational resources it needs to meet the learner outcomes, it shall provide a wide range of up-to-date print and nonprint materials and technical resources which support the curriculum and help students meet the challenges of an information-based society.

The school shall provide such resources in the classroom, in a learning assistance center, or in an organized library/media program. External resources, including people, shall be available to enhance the curriculum.

In addition, the school district shall meet the following general standards:

1) To the extent possible, current and appropriate technology shall be integrated into each curricular area as a tool for instruction and for delivering and accessing information. "Technology" includes but is not limited to computer systems, databases, electronic and other media resources, and telecommunications.

2) The school district shall realize that the benefits of technological tools come only when they are used by a skilled and creative user--that is, teacher and learner in combination. Thus, the school district shall integrate technology as a supplemental tool that empowers instruction. It shall not use technology to supplant a certified teacher.

3) To use distance learning to meet some of the educational program, a school shall:

a) Demonstrate a need for the course

b) Demonstrate how the course meets learner outcome goals

c) Document that the course is an integral part of the curriculum

d) Show how the course's integrity will be tested and recorded

e) Outline the course's methodology and state how the delivery technology will be used

f) Validate the previous effective use of the course and instructor

g) Demonstrate how health and safety standards will be met

CURRICULUM DEVELOPMENT AND ASSESSMENT*

Local school districts are responsible for defining and organizing the accreditation standards into specific curricula and for extending them to help students meet the challenges of the future.

In all program areas and at all levels, the school district shall:

1) Develop written sequential curricula for each subject area. The curricula shall address learner outcomes from the standards and district educational goals.

The curricula shall be reviewed annually and modified as needed to meet educational goals.

Curriculum development and evaluation shall be a cooperative effort of personnel certified in the program area and trustees, administrators, teachers, students, specialists, community and, when appropriate, state resource people.

2) Establish realistic and effective timelines for curriculum development and evaluation.

3) Select materials and resources that are consistent with the goals of the education program. These materials shall be reviewed at least every 5 years.

Student assessment shall be used to examine the education program and to ensure its effectiveness. In this way, trustees, administrators, instructional staff, parents, and community know what they have accomplished and which areas need improvement. To this end, the school district shall:

1) Assess student progress toward achieving learner outcomes, using a variety of measures and paying attention to process as well as product.

2) Record, as part of permanent records, student outcome attainment levels.

3) Use assessment results to improve the education program.

4) Use effective and appropriate tools for assessing student progress, including but not limited to:

a) Standardized tests

b) Teacher-made tests

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*The Board of Public Education is seeking legislation to allow for greater flexibility in the school year, week, and day and to allow time for curriculum development and assessment work.

c) Criterion-referenced tests

d) Ongoing classroom evaluation

e) Actual communication assessments such as writing, speaking, and listening assessments

f) Samples of student work and/or narrative reports passed from grade to grade

g) Samples of students' creative and/or performance work

h) Surveys of carryover skills to other program areas and outside of school

4) Schools shall conduct follow-up studies of graduates and students no longer in attendance. The study results shall be incorporated into curriculum development and shared with staff and school consultants.

OUTCOME SUGGESTION SHEET

This page is for your convenience in commenting on or making suggestions about the proposed outcomes (what students should know and be able to do). It is not expected, nor is it necessary, that you comment on every item. Please use the following notations when making your suggestions.

An outcome should be:
- A - added (provide suggested language for new outcome)
- K - kept as is
- KM - kept with modifications (please indicate how you would modify)
- R - removed altogether
- PI - phased in (indicate number of years)

Please note if you identify a program area that might not be appropriate for all students and whose outcomes should be preceded by a statement such as "Upon completion of a course of study in _____ students should be able to:" (See Science section for examples.)

Program:
- Communication Arts
- Fine Arts
- Health Enhancement
- Mathematics
- Science
- Social Studies
- Vocational/Practical Arts
- Library
- Guidance

Levels:
- P - Primary
- I - Intermediate
- G - Upon Graduation

SAMPLE:

Program	Level	Area	Page	Suggestions/Comments
Fine Arts	I	V.Ats	xx	KM - remove the word "xxxxxxx"

Program	Level	Area	Page	Suggestions/Comments

(please feel free to duplicate this testimony/comment sheet)

PROJECT EXCELLENCE:
Designing Education for the Next Century

Written Testimony for all areas except Program Outcomes
(see over for Outcomes)

Name_____ Hearing Place_____

Address_____ Date_____

Representing: Self_____ Organization_____
I am a: ___teacher ___principal ___supt. ___trustee ___rep. higher ed.
___parent ___other _____

PLEASE LEAVE THIS SHEET AND ANY PREPARED STATEMENT WITH BOARD STAFF or MAIL BY May 31, 1988 to: Board of Public Education
33 S. Last Chance Gulch
Helena, MT 59620

Special Note: We want to hear your ideas. In addition to other things, we specifically would like you to tell us:
- -if you identify an area in the standards that will have significant fiscal impact on your school and what that impact will be.
- -if any area should have a phase-in time. If so, how many years should it be?

Area addressed	Comments

If you have suggestions for additions, revisions or omissions, please list below:

Section, page, line, etc.	Specific Language

PROGRAM AREA STANDARDS

PROGRAM AREA STANDARDS

The program area accreditation standards are fundamental goals for elementary and secondary students. However, they are minimums and not the only goals a school should set for its students.

The learner outcomes for each program area in the pages that follow give guidance in identifying subject matter and degrees of sophistication to be emphasized at each level of the education program.

It is the school district's task to:

1) Incorporate all concepts and skills into its curriculum

2) Introduce the outcomes when appropriate, implement them sequentially and developmentally, and continue to build upon previous outcomes

3) Individualize the education program to meet the needs of all students

The program area standards are written as learner goals. General educational goals are given, followed by learner outcomes to be developed progressively through three checkpoints:

Completion of the PRIMARY level (typically, at the end of grade 3)

Completion of the INTERMEDIATE level (typically, at the end of grade 8)

Upon GRADUATION (typically, the completion of grade 12)

As schools develop their curricula, they should remember that an outcome-based education program is structured on students' knowledge and intellectual development as they complete certain levels of instruction. The program area standards below are outlined by learner areas. With some exceptions at the secondary level, they are not intended to specify course titles.

COMMUNICATION ARTS

Language is at the core of successful schooling and living. Through language humans learn beyond their own direct experiences; through their skills, concepts, and experiences in the communication arts, students become educated not merely in "English," but in all subject areas. Thus, effective communication arts programs have a very high priority in the curricula of Montana schools.

The education program in Communication Arts encompasses the study of languages and literatures, the development of reading, writing, listening, and speaking skills, effective media use, and the nurturing of creative, logical, and critical thinking.

In general, a school's Communication Arts program shall:

1) Be literature-based and include a wide variety of fiction and nonfiction, representing diverse cultures of Montana, the United States, and the world.

2) Create a "whole language" environment that integrates communication skills in all subject areas and that gives students extensive opportunities to use these skills in meaningful contexts.

3) Encourage reading as a search for information, meaning, and pleasure. The program will provide literature of high quality, which is enriching for every age and ability level.

4) Include a writing program that emphasizes process and focuses on the communication of ideas.

5) Include an oral language program that involves students in a variety of speaking, listening, and viewing activities.

6) Give students opportunities to pursue their special gifts and interests through co-curricular offerings such as drama, speech, dabate, journalism, literary publications, and humanities.

7) Provide programs that enable students to use their communication arts skills in the community and in the world.

8) Take advantage of the offerings of special groups in education, business, and industry.

9) Be accomplished by activities such as creative dramas, cooperative learning, small-group discussions, whole-language experiences, and cross-content projects.

10) Use the language of limited English proficient students to develop more diverse English language skills.

Languages

Students shall:

1) Learn how languages function, evolve and reflect cultures.

2) Learn how context--topic, purpose, audience--influences the structure and use of language.

3) Have the opportunity to develop second-language proficiency.

Literature

Students shall:

1) Read, listen to, view, and study a variety of classical, contemporary, and multicultural literature, at all grade levels. Literature shall include poetry, fiction and nonfiction, and drama.

2) Respond to literature through writing, speaking, and through media and the fine arts.

3) Gain insights from literature, recognizing it as a mirror of human experience.

4) Learn about their own and other cultures and recognize that literature is a reflection of culture.

5) Experience literature as a way to appreciate the rhythms and beauty of language.

Communication Skills
(Five interwoven strands: listening, speaking, reading, writing, and using media)

Students shall:

1) Understand and practice the process of listening: perceiving, discriminating, attending, assigning meaning, evaluating, responding, and remembering.

2) Speak effectively, formally and informally, in all five basic communication functions: expressing feelings, ritualizing, imagining, informing, and controlling.

3) Read for both pleasure and information and approach reading as a search for meaning.

4) Write clearly and effectively to express themselves and to communicate with others.

5) Students will use, view, and understand print and electronic media and be aware of the impact of technology and the media on communication.

Thinking

Students shall:

1) Think creatively, exploring unique insights, points of view, and relationships.

2) Think logically, testing the validity of arguments and detecting fallacies in reasoning.

3) Think critically, asking questions, making judgments, and evaluating messages.

COMMUNICATION ARTS: LEARNER OUTCOMES

The basic education program in Communication Arts recognizes that communication skills and concepts should not be taught in isolation. Programs will integrate all of these skills and concepts in cross-content experiences that truly engage students.

English Language

At the end of the PRIMARY level the student shall recognize that:

1) People label objects and ideas with words and that words and their meanings change over time and through usage.

2) Groups of people use different pronunciations and word choices to refer to the same objects and ideas.

3) Language changes to accommodate subject, audience, and purpose.

At the end of the INTERMEDIATE level the student shall:

1) Understand that words are arbitrary, culturally-based symbols for objects and ideas that change over time and through usage.

2) Recognize that people gain identity through their language, including pronunciation, word choice, and nonverbal communication.

3) Analyze the ways that language changes to accommodate subject, audience, and purpose.

Upon GRADUATION the student shall:

1) Understand that words have denotative and connotative meanings and that oral, written, and nonverbal languages incorporate nuances of meaning.

2) Know the history of the English language as well as the principles of linguistic changes.

3) Refine his/her analysis of the ways languages change to accommodate topic, audience, and purpose and evaluate the effectiveness of such changes.

Second Language

At the end of the PRIMARY level the student shall:

1) Experience rhymes, stories, songs, and dramatic activities that promote enjoyment in learning a second language.

2) Recognize some cultural traditions from the second language culture.

3) Reproduce and understand sounds, words, and sentences using pronunciation, stress, rhythm, and intonation.

4) Speak and understand a second language in informal conversations, using simple vocabulary.

At the end of the INTERMEDIATE level the student shall:

1) Experience oral and literary traditions of the second language culture.

2) Expand cross-cultural understanding.

3) Speak and understand more complex ideas and information in directed activities, both formal and informal.

4) Use reading and writing skills in the second language in a variety of meaningful activities.

Upon GRADUATION the student shall:

1) Read, listen to, and view literary works in the second language.

2) Refine his/her understanding of world cultures.

3) Speak and understand the second language by adapting speaking and listening skills to a variety of audiences or situations.

4) Use knowledge of linguistic structures to speak and write more fluently in the second language.

5) Increase his/her understanding of English language and literature through comparison with the second language.

Literature

At the end of the PRIMARY level the student shall:

1) Experience a variety of classical, contemporary, and multicultural works of literature, including poetry, fiction and nonfiction, and drama.

2) Respond to a literary work by recapturing the meaning of plot in words, dramatic presentations, or pictures.

3) Recognize and make associations with the people, places, and problems in her/his reading.

4) Begin to understand culture through literature.

5) Recognize and appreciate rhythm, rhyme, and repetition and other qualities of language in literature.

6) Begin to evaluate the major components of literary works, including characters, setting, and action.

7) Create and share original pieces of literature that use characters, setting, and action.

At the end of the INTERMEDIATE level the student shall:

1) Expand experiences with classical, contemporary, and multicultural literature.

2) Respond to literature on the basis of his/her own insights and respect the different responses of others.

3) Recognize and understand the interrelationships among the elements in a literary work.

4) Begin to recognize how culture influences literary works and to compare and contrast that culture with his/her own experiences.

5) Appreciate and understand how language enhances meaning in literature and how meaning is enhanced by sensory and figurative language; by literary devices such as metric patterns and imagery (e.g., simile, metaphor); and by an author's semantic and connotative qualities.

6) Analyze and evaluate elements of literary works, including characters, setting, plot, theme, and imagery.

7) Create and share original pieces of literatuare in a variety of genres that use characters, setting, plot, theme, and imagery.

Upon GRADUATION the student shall:

1) Have read a broad selection of classical, contemporary, and multicultural literature, including poetry, essays, short stories, nonfiction, and drama.

2) Be able to analyze his/her own and others' responses to literature.

3) Understand and analyze literature's significance to his/her own life.

4) Understand how cultural and historical setting and the literary tradition influence literature.

5) Appreciate and analyze how language enhances meaning in literature through the use of elements such as stylistic, sensory, figurative, semantic, and logical attributes.

6) Analyze and evaluate elements of literary works, including characters, setting, plot, theme, imagery, mood, figurative language, and genre.

7) Create and share original pieces of literature in a variety of genres that use characters, setting, plot, theme, imagery, mood, and figurative language.

Listening

At the end of the PRIMARY level the student shall:

1) Discriminate between significant and insignificant sounds and words.

2) Develop a "listening set": anticipate meaning, ignore distraction, and visualize what is heard.

3) Assign a basic meaning to what is heard by recognizing the main idea and supporting details.

4) Distinguish new from familiar material, significant from insignificant, and fantasy from reality.

5) Respond to what is heard by asking questions, following directions, and giving feedback.

6) Remember important aspects of the message.

At the end of the INTERMEDIATE level the student shall:

1) Discriminate between emotional and unemotional speaking and between spontaneous and scripted speaking and acting.

2) Increase attentiveness by expanding attention span, predicting and rehearsing ideas, and being aware of factors that affect attention.

3) Recognize a variety of speaking purposes and patterns of organization.

4) Distinguish fact from opinion, information from persuasion, and logic from emotion.

5) Respond to what is heard by controlling emotions, asking questions, and giving appropriate feedback.

6) Expand memory through note-taking and relating new material to old.

Upon GRADUATION the student shall:

1) "Listen" with the eyes as well as the ears by perceiving verbal and nonverbal devices.
2) Choose and use a listening strategy best suited to the purpose in a listening situation.

3) Recognize nuances of meaning in similar words, situations, and nonverbal clues.

4) Evaluate oral messages for accuracy, effectiveness, significance, and propriety.

5) Give supportive feedback to a speaker by eliciting the best that the speaker has to offer.

6) Demonstrate long- and short-term memory by taking notes and searching memory.

Speaking

At the end of the PRIMARY level the student shall:

1) Show an awareness of oral expression features: pronunciation, volume, and rate of speaking.

2) Begin to adapt speech to audience and context in order to communicate ideas clearly.

3) Begin to establish a relationship with the audience through eye contact and attending to audience reaction.

4) Develop confidence as a speaker through experiences with the five functions of speaking: expressing feelings, social courtesies, imagining, informing, and controlling.

At the end of the INTERMEDIATE level the student shall:

1) Use words, figures of speech, and nonverbal factors to enhance oral presentation.

2) Organize and expand oral and nonverbal skills to suit the level of communication (interpersonal, intrapersonal, group, public, and mass).

3) Become increasingly aware of audience feedback during the speech.

4) Increase confidence and effectiveness as a speaker in all five functions of speaking.

Upon GRADUATION the student shall:

1) Use oral and nonverbal language to communicate effectively.

2) Use invention, organization, style, and delivery to enhance messages.

3) Use audience analysis to prepare and present speeches.

4) Have experience and confidence in a variety of formal and informal speaking situations.

Reading

At the end of the PRIMARY level the student shall:

1) Associate the written form with the spoken word.

2) Recognize basic word and sentence structures which are essential to comprehending written material.

3) Understand how punctuation affects meaning.

4) Read a variety of material and begin to use study skills to find answers and information.

5) Enjoy and appreciate reading.

At the end of the INTERMEDIATE level the student shall:

1) Use appropriate strategies to identify words and their meanings.

2) Refine his/her use of word attack and context clues which aid comprehension within a word, sentence, paragraph, or an entire work.

3) Adapt fluency, rate, and style of reading to the purpose of the material.

4) Read for information and continue to develop study skills.

5) Read as a leisure activity.

Upon GRADUATION the student shall:

1) Comprehend ideas and meaning in material which requires increasingly complex structures.

2) Refine general and technical vocabularies, recognize multiple meanings and connotations, and comprehend longer, more complex passages.

3) Reflect on ideas presented at the literal, interpretive, and critical/creative levels.

4) Apply study skill strategies for immediate recall and long-term retention.

5) Read to satisfy, extend, and expand personal interests.

Writing

At the end of the PRIMARY level the student shall:

1) Write frequently, using varied formats, for a variety of purposes and audiences.

2) Recognize how spelling, punctuation, capitalization, and handwriting contribute to meaning in writing.

3) Understand how to generate and organize ideas and how to create a clear written message.

4) Respond to, revise, and edit his/her own and others' writing.

At the end of the INTERMEDIATE level the student shall:

1) Write frequently, using varied formats, for a variety of purposes and audiences.

2) Understand and use spelling, punctuation, capitalization, handwriting, and usage as part of total effectiveness in writing.

3) Select a topic, generate and organize ideas, and choose appropriate language for his/her writing purpose.

4) Respond to, revise, and edit his/her own and others' writing.

Upon GRADUATION the student shall:

1) Write frequently, using varied formats, for a variety of purposes and audiences.

2) Use spelling, punctuation, capitalization, handwriting, and usage effectively and purposefully.

3) Focus the purpose of writing, visualize the audience, and refine the language of his/her writing.

4) Respond to, revise, edit, and evaluate his/her own and others' writing.

Using Media (see also "Library/Media Program Standards")

At the end of the PRIMARY level the student shall:

1) Develop a "viewing" set and adopt appropriate behavior for appreciating a media performance or presentation.

2) Recognize, use, and operate a variety of media and equipment.

3) Understand the basic components and characteristics of each medium.

4) Use print and nonprint media in the home, classroom, and library as sources of information and entertainment.

At the end of the INTERMEDIATE level the student shall:

1) Understand and respond to media performances and presentations.

2) Incorporate media in oral and written presentations.

3) Understand how each medium conveys messages.

4) Use a wide variety of print and nonprint media in the home, classroom, and library for information and entertainment.

Upon GRADUATION the student shall:

1) Develop a discriminating appreciation of media.

2) Demonstrate flexibility and familiarity in the use of electronic media and media centers.

3) Evaluate the effectiveness of a particular medium as it conveys a message.

4) Locate and use a variety of print and nonprint media in the home, classroom, and library.

5) Understand the legal responsibilities involved in media use.

Thinking Skills

At the end of the PRIMARY level students shall:

1) Begin to demonstrate thinking skills such as comparing, contrasting, inferring, and evaluating in both verbal and nonverbal communication.

2) Respond to an experience by creating an action (a pantomime, picture, poem, or story) to express understanding.

3) Express associative thinking as well as creativity and inventiveness.

At the end of the INTERMEDIATE level the student shall:

1) Respond to and evaluate intentions and messages of speakers, writers, presenters, and media.

2) Differentiate between fact and opinion, recognize logical/illogical sequences, create an hypothesis, and predict outcomes.

3) Expand creativity, inventiveness, and logical/critical thinking.

Upon GRADUATION the student shall:

1) Respond to, interpret, and evaluate intentions and messages of speakers, writers, presenters, and media.

2) Evaluate the validity of assertions and detect fallacies in reasoning and in emotional appeals; differentiate between subjective and objective viewpoints.

3) Use higher-level thinking processes to solve problems in the everyday world.

PROGRAM

1) The Communication Arts curriculum shall be developed and evaluated according to the standards for all program areas.

2) Library/media specialists will be viewed as a part of the instructional team by helping other instructors select appropriate materials and by teaching and guiding students in their search for information and worthwhile reading.

3) Learning assistance centers and fine arts facilities shall be available to enhance the Communication Arts curriculum with access for dramatic, cultural, and media presentations.

FINE ARTS

The Fine Arts provide a means of expression and communication that goes beyond speaking and writing. The Fine Arts are our most illuminating and universal form of language; through them we transmit to our children our cultural heritage and humanity.

The Fine Arts dynamically cultivate all of the senses, emotions, and intelligences. They are the means by which students develop literacy in the symbol systems fundamental to higher order and critical thinking. And, they constitute a dimension of learning which extends and fulfills human experience unlike that of any other discipline.

A basic program in Fine Arts includes:

VISUAL ARTS (drawing, painting, printmaking, photography, film, electronic media, sculpture, two- and three-dimensional construction, applied design, and kinetic and performance art).

PERFORMING ARTS, including music (choral music, instrumental music and music appreciation); theater (drama, play production); creative movement; and dance.

LITERARY ARTS (poetry, prose, drama).

INSTRUCTION that incorporates arts history, criticism, production, and aesthetics.

Through the Fine Arts, students develop critical and creative thinking and perceptual abilities applicable to all areas of life. They shall be able to:

1) Understand the principal sensory, formal, technical, and expressive qualities of each of the Fine Arts.

2) Identify processes, materials, tools, and disciplines required to produce the visual, performing, and literary arts.

3) Apply their knowledge of concepts, elements, principles, theories, and processes in the Fine Arts.

4) Develop their intuitive and creative thought processes as a balance to learning in the cognitive and psychomotor domains.

5) Make informed judgments about the Fine Arts and about the arts' relationship to the history, culture, and environments of the world's people.

6) Understand the relevance of their education in the Fine Arts to the range of arts professions and to a lifetime of aesthetic pleasure.

7) Use materials, tools, and equipment safely.

FINE ARTS: LEARNER OUTCOMES

Visual Arts

At the end of the PRIMARY level the student shall:

1) Begin to recognize significant works of art and identify artists and place them in their cultural and stylistic periods.

2) Be familiar with and appreciate the various sources of art in the community (museums, galleries, studios, public places).

3) Recognize universal emotions and experiences expressed in selected visual images.

4) Identify and use elements of art (line, form, color, shape, texture, and space) in personal expression.

5) Be self-sufficient in selecting and caring for a variety of art materials and tools.

6) Demonstrate knowledge of vocabulary required to describe the sensory, formal, technical, and expressive qualities of art.

7) Identify the visual components of works of art which comprise expressive character (mood, feeling, energy).

8) Identify and use the principles of art (balance, dominance, rhythm, repetition, harmony, contrast) in organizing a composition.

9) Understand the relationship between the use of media and the artistic idea expressed through a variety of processes.

10) Use innovation and imagination to express sensations, emotions, and ideas through a variety of art materials and techniques.

11) Select tools and equipment to produce intended artistic effect.

12) Experience a sense of accomplishment and pleasure from the creative act.

13) Use appropriate vocabulary to evaluate art experiences analytically, emotionally, and intellectually, based on an understanding of art concepts.

14) Analyze reasons for preferences among art forms, styles, techniques, and tools.

15) Enjoy and appreciate a variety of art works.

At the end of the INTERMEDIATE level the student shall:

1) Make observations about the sensory and formal applications of artists.

2) Identify art processes, forms, and materials from many cultures and historical periods.

3) Apply arts principles and processes to the appreciation and assessment of art in a variety of settings (home, community, classroom, and studio).

4) Identify and classify materials, tools, and techniques used by artists and develop rationale for selecting and combining them for expressive purposes.

5) Understand the elements and principles of art to express creative ideas, moods, and feelings by recognizing factors that influence artists' choices of form, style, and content.

6) Know the vocabulary required to describe the sensory, formal, technical, and expressive qualities of art.

7) Understand the role of galleries and museums in preserving and transmitting art heritage.

8) Identify significant art works from distinct historical and stylistic periods.

9) Discriminate among the effects produced by the use of a variety of materials, equipment, and processes.

10) Discover unique methods of expressing imagination and interpreting experience through the creative selection of materials and techniques.

11) Demonstrate the ability to solve visual and technical problems in art.

12) Experience a sense of accomplishment and pleasure from experimentation, innovation, and skill development.

13) Analyze the effectiveness of the components of a work of art in achieving the work's intent.

14) Analyze, compare, contrast, and distinguish art work from a variety of styles and periods using formal viewing criteria.

15) Appreciate and enjoy art works from a wide range of cultures and stylistic periods.

Upon GRADUATION the student shall:

1) View an extensive range of art works from a cultural and historical perspective.

2) Recognize the processes, forms, and materials used to produce a variety of art.

3) Use principles of visual discrimination in assessing the aesthetic properties of natural and artificial objects and environments.

4) Know the vocabulary required to describe the sensory, technical, and expressive qualities of art.

5) Appreciate the value of original works of art by experiencing them in a variety of settings.

6) Recognize factors that influence artists' choices of form, style, content, and artistic intent.

7) Understand the importance of preserving and transmitting art heritage, and the accompanying responsibility of museums, galleries, and scholars.

8) Understand the significance of major art works in embodying the spirit of a culture or a historical period.

9) Understand the processes, equipment, and materials needed for various visual arts.

10) Exercise self-direction in independent problem solving (visual, conceptual, technical) to produce art works with complex content.

11) Use equipment, materials, and techniques innovatively.

12) Experience a sense of accomplishment and satisfaction with his/her ability to conceive, execute, evaluate, and present a finished creative work.

13) Develop aesthetic criteria based on elements and principles of art and analyze the effectiveness of the components of works of art in achieving the artist's intent.

14) Develop criteria for judging the cultural and historical significance of works of art.

15) Appreciate and enjoy art works from a wide range of cultures and stylistic periods.

Literary Arts

Learning outcomes for the literary arts are integrated throughout the "Communication Arts" outcomes.

Drama

At the end of the PRIMARY level the student shall:

1) Appreciate the importance of movement, sound, setting, and props in conveying emotions, mood, and meaning in short drama performances (live or recorded).

2) Express original interpretations of ideas and objects through movement, sound, and narration.

3) Use sound, movement, props, costume, and make-up to create a desired dramatic effect in a solo or group presentation.

4) Recount emotional and sensory responses to a dramatic activity as a listener and viewer.

5) Identify elements of characterization, body, voice, costume, and make-up.

6) Identify factors that contribute to the appeal of a performance or dramatic selection.

7) Understand the daily-life sources of dramatic art: story, character, conflict, and theme.

8) Use pantomime, puppets, or other dramatic devices to express individual interpretations of ideas, concepts, objects, or familiar stories.

9) Use appropriate vocabulary to discuss and evaluate drama experiences.

10) Begin to compare and contrast dramatic selections from various cultures and historical periods.

11) Enjoy and appreciate a variety of drama experiences.

At the end of the INTERMEDIATE level the student shall:

1) Identify historical, cultural, and environmental elements in a variety of dramatic works.

2) Identify distinctions among a variety of dramatic works and characterizations and make judgements about their relative worth.

3) Recognize the expressive and technical qualities of a dramatic work through study, interpretation, and enactment.
4) Apply knowledge of drama principles in original presentations (planned or improvised).

5) Create and use dramatic devices (costumes, make-up, props, lighting, sound, space, stage sets, color, voice, gesture, movement) to create a desired dramatic effect in a solo or group presentation.

6) Apply knowledge of drama principles and techniques to enhance enjoyment of reading and viewing dramatic works.

7) Define plot, character, setting, theme, and conflict.

8) Identify the elements of characterization through expressive voice and body.

Upon GRADUATION the student shall:

1) Appreciate a variety of theatrical productions performed in school, in the community, and via recorded media, with an emphasis on theatrical processes.

2) Identify artistic choices made in a variety of theatrical forms in order to produce specific effects such as mood, emotion, pace.

3) Know the variety of sources of drama (including film, video, live performances, oral readings, written works).

4) Apply knowledge of dramatic concepts, elements, principles, theories, and processes to the viewing of drama presentations.

5) Critique dramatic work based on personal experience and knowledge of dramatic principles, conventions, and techniques.

6) Demonstrate knowledge of the principles of drama by participating in all phases of theater production.

7) Explain the unique structural characteristics of the play.

8) Understand the social, cultural, educational, and historical functions of drama.

9) Develop and apply criteria for judging artistic excellence in the performing arts.

Music

At the end of the PRIMARY level the student shall:

1) Realize the importance of music in everyday life.

2) Respect musical performance and composition.

3) Display a sense of enjoyment when participating in music.

4) Use music as a means of personal expression.

5) Sing a repertoire of folk and composed songs.

6) Use body movements and/or hand motions to show differences in music.

7) Use instruments to create rhythmic patterns to accompany songs.

8) Recognize band and orchestra instruments and identify the major instrument groups.

9) Understand basic elements of music: fast and slow tempos, long and short sounds, patterns of simple forms.

10) Use voice and instruments to create melodic and rhythmic patterns to accompany songs.

11) Create short pieces, using nontraditional sounds available in the classroom, such as tapping fingers or striking various objects.

12) Listen to and recognize music representative of various cultures.

At the end of the INTERMEDIATE level the student shall:

1) Be increasingly aware of music as an important part of everyday life; enjoy music through listening, singing, and playing instruments.

2) Participate in vocal and instrumental ensembles.

3) Understand basic music notation and terminology.

4) Understand basic elements of music theory.

5) Recognize music of various types, periods, and styles from recorded and live examples.

6) Evaluate and discuss musical pieces from various periods, using knowledge of musical concepts.

7) Use nonverbal expression to describe musical structure and responses to music.

8) Experiment with variations in tempos, timbres, and phrasing for expressive purposes with voice or instruments.

9) Discuss personal responses to music.

10) Describe the musical phenomena on which observations are based.

Upon GRADUATION the student shall:

1) Enjoy participating in choral and instrumental music.

2) Develop a commitment to singing or playing well and a respect for quality music and skilled performance.

3) Develop sensivity to interaction and blending of instruments and/or voice through participation in music ensembles.

4) Recognize music from major music periods and cultures, attending to changes in style and form.

5) Understand how skill, technique, and sound production affect musical performance.

6) Analyze and discuss musical pieces from various periods, using knowledge of musical concepts.

7) Evaluate the relationship between musical selections and their historical period or culture.

8) Develop a further understanding of the concepts of music theory.

9) Perform music from various musical periods in solo and ensemble form.

10) Critique musical performance for technical skill, quality of sound, lyric qualities, and effectiveness of artistic intent.

11) Improvise or compose music in solo or ensemble form.

Dance and Creative Movement

At the end of the PRIMARY level the student shall:

1) Be aware of feelings evoked by dance performance and its historical, cultural, and environmental contexts.

2) Be aware of tools, materials, and concepts used to enhance a dance performance.

3) Respond spontaneously in movement to various material, conceptual, and sensory stimuli.

4) Develop body awareness through movement and dance exploration.

5) Reproduce simple dance forms of other cultures, ethnic backgrounds, and historical periods.

6) Identify changes in simple rhythmic patterns in a movement sequence.

7) Explore and understand muscular expression of universal emotions.

8) Understand the story depicted in a selected dance.

9) Improvise dance movements around a tool, material, dance element, or sensory stimulus.

10) Communicate personal feelings and ideas by using movement.

11) Explain how movement elements, tools, and technique in a dance are used to convey meaning.

12) Explain preferences for specific dance forms.

At the end of the INTERMEDIATE level the student shall:

1) Be aware of the thoughts and images evoked by major dance forms.

2) Sense the communication potential of body movement, tools, materials, and dance elements in a dance performance (space, time, effort).

3) Participate in exercises which develop efficient movements and body awareness needed for expression of rhythmic and design patterns in space and time.

4) Imitate individual or group dance which emphasizes interaction of various dance elements and tools.

5) Enjoy freedom of creative and uninhibited movement in a variety of dance experiences.

6) Participate in various dance forms of other cultures and historical periods.

7) Use appropriate vocabulary to show understanding of fundamental dance elements, tools, and techniques.

8) Understand how materials, tools, and movement elements affect the feeling conveyed in a dance.

9) Recognize the elements of dance that are universally understood.

10) Choreograph a short study around a mood, message, tool, or material, using a combination of dance and creative movement.

11) Use improvisation, problem solving techniques, inventive thinking, and exploration to develop creative processes and personal dance styles.

12) Be actively involved as a spectator or participant of dance.

13) Evaluate the mood or message conveyed by a dance performance based on understanding of movement elements, tools, materials and technique.

14) Develop criteria for forming opinions about dance performances.

Upon GRADUATION the student shall:

1) Be aware of the interaction of dance elements, tools, materials, and techniques of a dance performance.

2) Develop strength, balance, and coordination needed to reinforce body awareness and produce various dance forms.

3) Perform individual or group dances (e.g., tap, modern, ballet, jazz, folk, social) from various cultures and historical periods, emphasizing the interaction of dance elements, technique, and motor efficiency and control.

4) Enjoy freedom of creative and uninhibited movement in a variety of dance experiences.

6) Understand how movement skills, tools, and materials, as well as mood and feeling, interact with dance to enhance a piece's expressive qualities.

7) Understand the historical, social, and ritual influences on dance performance.

8) Choreograph an individual or group dance around a mood or message, integrating technique, skill, materials, and movement.

9) Select and organize movement into coherent phrases and compositions with organic form and structure.

10) Develop abstract imagery from a variety of sources in creating dance.

11) Be actively involved in professional dance as a participant or spectator.

12) Evaluate his/her dance performance and modify it based on an understanding of elements, tools, materials, and techniques.

13) Analyze social, cultural, and ritual elements of contemporary performances.

PROGRAM

1) The Fine Arts curriculum shall be developed and evaluated according to the standards for all program areas.

2) At all levels, the school district shall encourage the sharing of arts programs with parents and the public. For example, elementary drama study may culminate in special programs for parents, during or after school. Middle and high school students may perform for parents and the public or participate in drama festivals, forensics, plays, and civic programs. Gifted student writers and artists shall be encouraged to present their work to the public.

3) At least once in the school year, the school district shall give students the opportunity to view a live drama, music, or dance performance.

4) General music instruction shall be available at all levels, including music history, aesthetics, and listening. At the secondary level, academic courses shall include music history, music literature, music theory.

5) At the middle and high school levels, the school shall give students the opportunity to participate in instrumental and/or choral instruction, which may include live performances. The school may encourage participation in alternative performance groups (e.g., jazz or stage band, madrigal singing, etc.) as personnel and resources permit.

6) The school district shall take advantage of local resources, such as museums, galleries, theaters, cultural outreach programs, performance groups, professional writers and publishers, higher education services, the Montana Arts Council programs, and other expertise to supplement and enhance the arts program.

7) Specially-designed work and performance areas (e.g., middle and high school theaters and studios) shall meet all health and safety regulations and shall include adequate space for the safe storage of materials and equipment. The school shall ensure that stage and auditorium facilities are adequately managed and that students using them are supervised.

HEALTH ENHANCEMENT

Health Enhancement teaches children the importance of achieving and maintaining a healthy lifestyle. It helps them actively protect, maintain, and improve their health and sensitizes them to society's critical health issues.

The Health Enhancement program is a comprehensive program that combines the disciplines of health and physical education. The present separation of these two critical elements is not in the best interests of our children. Healthy, well nourished children learn better. A healthy state transcends the physical and includes mental, social, physical, and intellectual dimensions of self. Quality of life, health care, and the containment of health care costs will be major issues for all Montanans in the next century. By sensitizing our children to health care issues and establishing and encouraging health behaviors that can be maintained throughout life, we can positively influence Montana's future.

A basic Health Enhancement program shall:

1) Integrate lifestyle management throughout the curriculum.

2) Focus on the total self and the development of responsibility, values, attitudes, and behaviors.

3) Give students decision making tools for personal health.

4) Address intellectual, social, emotional, and physical dimensions of healthy lifestyles.

HEALTH ENHANCEMENT: LEARNER OUTCOMES

Each student shall participate in a Health Enhancement program which is based on age, ability, and aptitude.

At the end of the PRIMARY level the student shall:

1) Demonstrate a variety of perceptual, motor, and rhythm skills, including but not limited to throwing, catching, kicking, striking; balancing; creative movement and folk dance; and skills related to lead-up games.

2) Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal performance.

3) Develop positive interpersonal relationships and self-concepts.

The student shall identify:
4) Components of wellness and describe how decision making affects personal health practices.

5) Roles, responsibilities, contributions, and life cycles in a family structure.

6) The difference between use and abuse of drugs and their effects on an individual's total development.

7) Safety hazards, causes of accidents, and preventive measures for disease control.

8) Human body parts and systems, emphasizing individual uniqueness.

9) Ways in which advertising influences personal health choices.

10) Food combinations that provide a healthy and balanced diet.

11) Potential sources of pollution and pollution's harmful effects.

12) Resources which help promote and maintain community health.

At the end of the INTERMEDIATE level the student shall demonstrate:

1) A variety of physical skills that influence individual physical development, including but not limited to skills practice and lead-up games; rhythms and dance; and individual, dual, or team sports.

2) An appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal function.

3) Positive interpersonal relationships and self-concept.

4) An understanding of the importance of regular and sustained physical activity throughout life.

5) An ability to identify roles, responsibilities, contributions, and life cycles in a family structure.

The student shall understand:
6) Substance use and abuse and their effects on the individual and society.

7) Health problems, including diseases and their etiology; the identification of symptoms of a variety of health problems; and prevention of health problems and injuries.

8) The functions and maintenance of body systems, including knowledge of the reproductive system.

9) The need for and use of consumer health services and products.

10) Basic nutrition and its application.

11) Cultural, environmental, social, and ethical issues which affect healthy lifestyles.

12) Interrelationships between physical health and mental well-being.

Upon GRADUATION the student shall:

1) Demonstrate a variety of physical skills used in physical activity, including but not limited to dance; individual, dual, or team sports; and lifetime leisure and recreational activities.

2) Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal function.

3) Understand the importance of a positive self-concept and interpersonal relationships for total health.

4) Understand the role of lifelong physical activity and the principles of safe and effective exercise; be able to plan a personal fitness program.

5) Understand roles, responsibilities, contributions, and life cycles in family structures.

6) Understand the risks of using drugs, alcohol, and tobacco.

7) Understand attitudes and behaviors for preventing and controlling disease and accidents.

8) Understand human reproduction and the emotional and ethical components of human sexuality.

9) Be able to evaluate and select health services, practices, and products.

10) Understand the relationship of sound nutrition to total health.

11) Understand the consequences of personal and community decisions that affect the economy and the cost, availability, and quality of health care.

12) Understand the relationship of sound mental health practices to total health.

13) Identify careers in health and physical activity and their roles and responsibilities.

PROGRAM

1) The Health Enhancement curriculum shall be developed and evaluated according to the standards for all program areas.

2) Areas of the Health Enhancement curriculum integrated into other subject areas are ancillary to the main Health Enhancement program, which shall be provided by a health enhancement specialist (K-12) or by a classroom teacher in the elementary grades.

3) Interscholastic sports and intramural programs shall not be used as a substitute for a Health Enhancement course.

4) Recess shall not be used to fulfill Health Enhancement requirements.

5) All students shall have daily Health Enhancement activity to meet the basic education program requirements.

6) All teachers shall, by example, encourage healthy lifestyles.

7) A telephone or communication device and basic first aid materials shall be located in close proximity to the instructional physical activity area.

MATHEMATICS

Mathematics gives students the skills necessary to solve problems, to reason inductively and deductively, and to apply the numerical and spatial concepts necessary to function according to their needs in a technological society.

Priorities for basic mathematical skills include more than computation. A technological society requires daily use of skills such as estimating, problem solving, organizing and interpreting data, measuring, predicting, and applying mathematics to everyday situations.

Mathematics is a dynamic, growing, and changing discipline whose cross-curricular significance requires its integration into all academic areas. An effective curriculum is responsive to recent developments in mathematical knowledge, the needs of an information society, the availability of technology such as computers and calculators, and includes relevant applications of mathematics.

In a basic Mathematics program, students:

1) Become mathematical problem solvers

2) Learn to communicate mathematically

3) Learn to reason mathematically

4) Learn to value mathematics

5) Become confident in their ability to do mathematics

6) Select and use appropriate technology to solve problems and acquire new knowledge.

MATHEMATICS: LEARNER OUTCOMES

Problem Solving

At the end of the PRIMARY level the student shall:

1) Use strategies such as guess and check, make a table, look for a pattern, and simplify the problem in solving problems from many contexts.

2) Discuss alternate solution strategies and relationships among problems.

3) Use calculators as a problem solving tool.

At the end of the INTERMEDIATE level the student shall:

1) Recognize, formulate, and solve problems in mathematical and real life situations.

2) Apply a variety of strategies to solve one-step, multi-step, and nonroutine problems.

3) Verify and interpret the results with respect to the original problem situation and generalize to new problem situations.

Upon GRADUATION the student shall:

1) Apply problem solving strategies.

2) Recognize, formulate, and solve problems within and outside of mathematics.

Communication

At the end of the PRIMARY level the student shall:

1) Use oral and written language and symbols to communicate and extend mathematical ideas.

At the end of the INTERMEDIATE level the student shall:

1) Model situations in a variety of ways (e.g. verbal, concrete, pictorial, graphical, algebraic).

2) Read, interpret, and evaluate mathematical expressions of ideas.

3) Discuss mathematical ideas and situations, and make convincing arguments.

Upon GRADUATION the student shall:

1) Formulate mathematical definitions and express generalizations discovered through investigations.

2) Express mathematical thoughts orally and in writing.

3) Understand written presentations of mathematics.

Reasoning

At the end of the PRIMARY level the student shall:

1) Describe, extend, and create auditory, visual, and written patterns.

2) Represent and describe relationships between quantities.

3) Explain his/her thinking and justify solutions using models, known facts, properties, relationships, and real world experiences.

At the end of the INTERMEDIATE level the student shall:

1) Recognize examples of deductive and inductive reasoning.

2) Make and validate conjectures using models, known facts, properties, and relationships.

3) Apply proportional reasoning in problem solving and in discovering mathematical concepts.

Upon GRADUATION the student shall:

1) Make and test conjectures.

2) Formulate counterexamples.

3) Follow logical arguments and judge the validity of arguments.

4) Construct simple valid arguments.

Students with extended interests shall be able to:
1) Construct formal proofs for mathematical assertions, including indirect proofs and proofs by mathematical induction.

Number Sense and Numeration

At the end of the PRIMARY level the student shall:

1) Understand and construct number meanings through real world experiences and physical materials.

2) Demonstrate understanding of our numeration system by relating counting, grouping, and place value concepts.

At the end of the INTERMEDIATE level the student shall:

1) Represent and use equivalent forms of numbers (fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical situations.
2) Apply relationships between fractions, decimals, and percents.

3) Apply ratio, proportion, and percent.

4) Represent numerical relationships in one- and two-dimensional graphs.

Upon GRADUATION a student shall:

1) Compare and contrast the real number system and its various subsystems.

Students with extended interests shall:
1) Understand and apply the operations with complex numbers.

Concepts of Whole Number Operations, Number Systems

At the end of the PRIMARY level the student shall:

1) Understand and apply the operations of addition, subtraction, and multiplication.

2) Demonstrate an intuitive understanding of division.

At the end of the INTERMEDIATE level the student shall:

1) Demonstrate operations, order relations, and number sense for whole numbers, fractions, decimals, and integers.

2) Apply basic number theory concepts.

Computation and Estimation

At the end of the PRIMARY level the student shall:

1) Model, explain, and demonstrate proficiency with basic facts, algorithms, and mental arithmetic techniques.

2) Apply estimation strategies to working with quantities, measurement, computation, and problem solving.

3) Use estimation to determine reasonableness of results

4) Use inverse operations and other mathematical relationships to solve number sentences.

At the end of the INTERMEDIATE level the student shall:

1) Analyze, explain, and use procedures for addition, subtraction, multiplication, and division.

2) Select and use an appropriate method for computing from among mental arithmetic, paper and pencil, calculator, and computer.

3) Analyze, explain, and use estimation techniques.

4) Use estimation to check reasonableness of results.

Measurement

At the end of the PRIMARY level the student shall:

1) Understand measurable attributes, the concept of a unit, and the process of measuring.

2) Apply measurement skills to everyday situations.

At the end of the INTERMEDIATE level the student shall:

1) Estimate, make, and use measurements to describe, compare, or contrast objects in real world situations.

2) Select appropriate units and tools to measure to a level of accuracy required in a particular setting.

3) Use the customary and metric systems of measurement.

4) Demonstrate the concepts of perimeter, area, and volume through concrete experiences.

5) Apply procedures and formulas to determine area and volume.

Fractions and Decimals

At the end of the PRIMARY level the student shall:

1) Demonstrate the meanings of familiar fractions, mixed numbers, and decimals to tenths.

2) Use models to relate fractions to decimals, find equivalent fractions, and demonstrate the operations with fractions and decimals.

Geometry

At the end of the PRIMARY level the student shall:

1) Describe, model, and classify shapes

2) Investigate and predict results of combining, subdividing, and changing shapes.

3) Identify lines of symmetry, congruent and similar shapes, and positional relationships.

At the end of the INTERMEDIATE level the student shall:

1) Identify, describe, construct, and compare plane and solid geometric figures.

2) Understand geometric relationships and their consequences.

3) Demonstrate an intuitive understanding of transformational geometry.

4) Use geometry to describe the physical world.

Geometry from a Synthetic Perspective

Upon GRADUATION a student shall:

1) Represent problems with geometric models and apply properties of figures.

2) Classify figures in terms of congruence and similarity and apply these relationships.

3) Deduce properties of, and relationships between, figures from given assumptions.

4) Use the computer as a tool to investigate geometric concepts.

Students with extended interests shall:
1) Understand an axiomatic system and investigate and compare various geometries (e.g., non-Euclidean and finite).

Geometry from an Algebraic Perspective

Upon GRADUATION the student shall:

1) Translate between synthetic and coordinate representations.

2) Deduce properties of figures using transformations and coordinates.

Students with extended interests shall:
1) Analyze properties of Euclidean transformations, relate translations to vectors, and deduce properties of figures using vectors.

Statistics and Probability

At the end of the PRIMARY level the student shall:

1) Collect, organize, and display data.

2) Use data to make and check predictions.

3) Demonstrate the basic concept of probability.

At the end of the INTERMEDIATE level the student shall:

1) Systematically collect, organize, and describe data.

2) Construct, read, and interpret tables, charts, and graphs such as stem-leaf, line, and box-whisker plots.

3) Draw inferences and construct and evaluate arguments based on data analysis.

4) Devise and carry out simulations involving probability.

5) Construct sample spaces and determine the theoretical and experimental probabilities of events.

6) Make predictions based on experimental results or mathematical probabilities.

Upon GRADUATION the student shall:

1) Use curvefitting to make predictions from data.

2) Apply measures of central tendency, and understand the concepts of variability, and correlation.

3) Design a statistical experiment to study a problem and communicate the outcomes.

4) Differentiate between biased and unbiased sampling and valid and invalid reasoning in statistical arguments.

5) Use the computer as a tool for statistical analysis.

6) Use experimental probability, theoretical probability, and simulation methods to represent and solve problems.

7) Apply properties of probability distributions.

Students with extended interests shall:
1) Deduce generalizations about the effects of data transformations on measures of central tendency and variability.

2) Select an appropriate sampling method for a given statistical analysis.

3) Test hypotheses using appropriate statistics.

4) Apply random variables to generate and interpret probability distributions.

Algebra

At the end of the INTERMEDIATE level the student shall:

1) Use the concepts of variable, expression, and equation.
2) Represent concrete situations and number patterns with tables, graphs, verbal rules, and equations.

3) Analyze tables and graphs to identify properties and relationships.

4) Solve linear equations using concrete, informal, and formal methods.

5) Use models to demonstrate inequalities and non-linear equations.

6) Use calculators and computers to explore algebraic concepts.

Upon GRADUATION the student shall:

1) Represent problems with expressions, equations, and inequalities.

2) Solve equations and inequalities.

3) Use tables, graphs, and computers as tools to investigate algebraic concepts.

Students with extended interests shall:
1) Use matrices to represent and solve problems.

2) Apply techniques based on the theory of equations and computer based numerical methods.

Functions

Upon GRADUATION a student shall:

1) Represent and analyze functions and relations using tables, rules, and graphs.

2) Analyze the effects of parameter changes on the graphs of functions.

3) Determine maximum and minimum points of a graph and interpret the results.

4) Investigate the concept of limit.

Students with extended interests shall:
1) Perform operations on and apply the properties of functions.
2) Understand the conceptual foundations of limit, area under a curve, rate of change, and slope of a tangent line and their applications in other disciplines.

3) Analyze the graphs of polynomial, rational, radical, and transcendental functions.

Trigonometry

Upon GRADUATION a student shall:

1) Apply trigonometry to problems involving triangles.

Students with extended interests shall:
1) Demonstrate the connection between trigonometric and circular functions.

2) Use circular functions to model periodic phenomena.

3) Apply general graphing techniques to trigonometric functions.

4) Solve trigonometric equations and verify trigonometric identities.

5) Demonstrate the connections among trigonometric functions, polar coordinates, and complex numbers.

Discrete Mathematics

Upon GRADUATION the student shall:

1) Use discrete structures such as finite graphs, sequences, and series.

2) Solve enumeration and finite probability problems.

Students with extended interests shall:
1) Solve problems using linear programming and difference equations.

2) Develop and analyze algorithms.

3) Investigate problems in computer validation and application of algorithms.

PROGRAM

1) The school district shall develop and evaluate a Mathematics curriculum according to the standards for all program areas.

2) The school district shall recognize the importance of technology as a tool for Mathematics instruction. This technology may include but is not limited to computer systems, calculators, and other resources.

SCIENCE

Science is a creative process used to investigate natural phenomena, resulting in the formation of theories verified by directed observations. In scientific procedure a problem is identified, pertinent data is gathered, an hypothesis is formulated, experiments are performed, the results are interpreted, and conclusions are drawn.

Science education strengthens students' basic investigative skills and fosters their understanding of and interest in the world. They acquire and apply critical thinking and problem solving skills and information critical to survival in a technological society.

A basic program in Science allows students to:

1) Use scientific processes and communicate how they are used to develop scientific knowledge.

2) Think logically, critically, and creatively.

3) Recognize that scientific knowledge is continually subject to review, verification, and revision.

4) Gather reliable information in all areas of the natural sciences, using laboratory equipment and hands-on activities safely and appropriately.

5) Show competence in measurement and mathematics.

6) Gain and convey information through oral, written, and graphic communication.

7) Recognize the character of independent and dependent variables.

8) Understand the core concepts of current scientific knowledge and use them in problem solving and decision making.

9) Identify problems of individual or social importance and select and apply appropriate scientific techniques to investigate these problems.

10) Understand the interactions of science, technology, and society.

11) Use science-related skills effectively in careers, leisure activities, and lifelong learning.

SCIENCE: LEARNER OUTCOMES

At the end of the PRIMARY level the student shall:

1) Show confidence in his/her ability to learn science.

2) Examine his/her environment using the five senses; recognize the limits of sensory perception.

3) Convey information through the use of oral, written, and graphic communication.

4) Group objects or events according to their observed characteristics.

5) Suggest explanations for events based on observation.

6) Predict possible results based upon past experiences.

7) Measure and order properties of objects or events using standardized units of measure.

8) Be aware of spatial relationships by describing an object's position in relation to other objects.

9) Perform experiments to test hypotheses under controlled conditions with limited variables.

10) Cite ways that science and technology have changed people's lives.

11) Recognize that scientists and technicians are people with interesting jobs.

12) Properly care for living organisms and show respect for life and property.

13) Be aware of the need for conservation, preservation, and the wise use of natural resources.

At the end of the INTERMEDIATE level the student shall:

1) Have a positive attitude toward science.

2) Use basic scientific skills to solve problems and answer questions about the environment.

3) Work independently and in groups in the classroom, laboratory, and in the field.

4) Identify and state a problem and use scientific processes to resolve it.

5) Use tools and equipment for observations and measurement in a safe and appropriate manner.

6) Gather and convey information through oral, written, and graphic communication.

7) Be aware of the basic concepts in the life, physical, earth, and environmental sciences.

8) Be aware of careers in the sciences and the skills needed for jobs in science-related fields.

9) Cite and investigate scientific and technological issues which affect our lives.

10) Properly care for living organisms and show respect for life and property.

11) Be aware of the need for conservation, preservation, and the wise use of natural resources.

Upon completion of a course of study in Life Science, a student shall:

1) Appreciate all living things and their relationships to one another and the environment.

2) Observe, describe, compose, conclude, infer, and record from classroom, laboratory, and field experiences.

3) Be aware of some of the contributions of scientists working in life science and of careers in life science.

4) Demonstrate knowledge of kingdoms of living things and their basic characteristics, functions, diversity, and economic importance.

5) Demonstrate knowledge of reproductive processes, genetics, and heredity of living things.

6) Understand levels of biological organizations, growth, development, and heredity.

7) Demonstrate knowledge of local flora and fauna.

8) Demonstrate knowledge and understanding of human growth and development, including the nine body systems and their functions, heredity and population genetics, behavior, and social and emotional growth.

9) Be familiar with laboratory tools and techniques used in life science.

10) Understand the interdependence of biological systems as they affect social issues.

Upon completion of a course of study in Physical Science, the student shall:

1) Understand and use basic measurements in science, including charting, graphing, and interpreting measurable data.

2) Design and carry out experiments that demonstrate physical and chemical changes.

3) Identify physical and chemical characteristics of various types of matter.

4) Understand and explain models of atoms, molecules, compounds, and mixtures.

5) Understand physical, chemical, and nuclear changes using the laws of conservation of matter and energy.

6) Understand the basic characteristics of light, sound, and mechanical waves.

7) Understand the scientific principles and technological applications of the laws of motion.

8) Understand the interrelationships of solar and galactic systems and of the earth-moon-sun system.

9) Demonstrate a workable knowledge of electricity and electronics and understand their importance to our human environment.

10) Apply basic physical and chemical principles to describe changes in common substances and devices.

11) Understand the effects of science and technology on humans and the environment.

12) Be aware of careers in the physical sciences.

Upon GRADUATION the student shall:

1) Make quantitative and qualitative observations to accumulate and evaluate data.

2) Classify objects and events based on observable similarities and differences of selected properties.

3) Suggest explanations, reasons, or causes for events which

have occurred, test them with additional observations or data, and establish the reality of the inferences.

4) Make predictions based on prior observations, inferences, or experiments.

5) Describe or compare objectives and events using quantitative measurement.

6) Communicate data obtained from observations using graphs, charts, pictures, and other types of media.

7) Use processes such as classification, prediction, inference, and communication to interpret data.

8) Identify problems or questions and state hypotheses which can be tested.

9) Perform experiments to test hypotheses under controlled conditions with limited variables.

10) Construct and interpret models, using them to describe and explain relationships of ideas; understand their limitations.

11) Recognize the processes of change, such as in weather systems, life cycles, evolution, chemical and physical changes, and the transformation of energy.

12) Be aware of the processes of equilibrium, such as physical cycles, ecosystems, homeostasis, chemical equilibria, rates of reaction, and the laws of motion.

13) Cite the interrelationships among living and nonliving things and their environment.

14) Explain the organization of the physical and biological environment and the systems designed to describe them.

15) Demonstrate a knowledge of the effects of time and space on the environment's biological and physical properties.

16) Be aware of the diversity, variation, and constancy among living things and within the earth's physical and biological spheres.

17) Properly care for living organisms and show respect for life and property.

18) Be aware of the need for conservation, preservation, and the wise use of natural resources.

Earth Science

Upon completion of a course of study in earth science, the student shall:

1) Understand of the basic concepts of earth science, including astronomy, geology, oceanography, and paleontology.

2) Understand the basic motions in the solar system and how they affect the earth's environment.

3) Understand the earth's history through the rock and fossil record and scientific dating methods.

4) Understand the earth's tectonic and structural forces.

5) Understand the earth's internal and surface processes, including weathering, erosion, volcanism, and deformation.

6) Understand the use of aerial photos, topographic and geologic maps, and survey systems.

7) Understand the earth's composition, including rocks and minerals.

8) Understand the physical and compositional changes of the earth's weather and climate.

9) Understand the oceans and their characteristics and development.

10) Understand surface water and ground water systems.

11) Understand that the flow of energy is basic to all earth science disciplines.

12) Use the tools and methods employed by earth scientists, through field and laboratory experiences.

13) Demonstrate how earth science relates to careers, personal uses, and social needs.

Biology

Upon completion of a course of study in biology, the student shall:

1) Use scientific methods to investigate biological phenomena.

2) Relate field experiences to an understanding of ecological principles.

3) Use microscopes, balances, and other biological instruments.

4) Apply biological principles to situations in daily life.

5) Understand the characteristic processes which define life.

6) Understand the relationship between organic compounds and the physiological needs of living organisms.

7) Understand the relation and interdependence of cell respiration and photosysthesis to food chains.

8) Understand the concept of hemostasis in cells, individuals, populations, communities, and ecosystems.

9) Understand cellular transport, cell structure, and cell functions.

10) Understand sexual and asexual reproduction and their relationship to ecological balances.

11) Understand heredity and the application of modern technology in medical genetics.

12) Understand the structure of DNA, its relationship to protein synthesis, and its role in living systems.

13) Understand the theory of evolution and its relationship to adaptation and speciation.

14) Categorize organisms representing the various kingdoms according to phyla.

15) Understand the relationship between structure and function as they relate to living things.

16) Trace the development of the major life functions through the various kingdoms.

17) Understand the importance of microbes and their relationship to other organisms.

18) Understand the importance of current issues in biology.

19) Be aware of careers in biology.

20) Use appropriate safety techniques when handling chemicals, equipment, and organisms.

Chemistry

Upon completion of a course of study in chemistry, the student shall:

1) Be competent in laboratory skills, including setting up equipment and using materials and chemicals safely.

2) Understand atomic structure and periodicity.

3) Understand the phases and properties of matter, including solids, liquids, and gases.

4) Understand the mole concept and stoichiometry and demonstrate their practical use in the laboratory.

5) Understand bonding and energy relationships.

6) Use formulas and equations competently.

7) Understand acids, bases, solubility, and chemical equilibrium.

8) Understand the basic principles of thermodynamics and kinetics.

9) Understand oxidation and reduction.

10) Understand basic organic, nuclear, and radiochemistry.

11) Understand the role of chemistry in society and technology.

12) Be able to apply chemical principles to situations in daily life.

13) Be aware of careers in the chemical and related fields.

Physics

Upon completion of a course of study in physics, the student shall:

1) Solve problems in physics, using mathematics and critical thinking skills.

2) Collect, analyze, and interpret physical data.

3) Use the appropriate instruments to measure physical quantities in a laboratory setting.

4) Understand the historic, social, and scientific events that contributed to the development of physics.

5) Understand that physics is a dynamic field in which concepts change as new data and new relationships are discovered.

6) Understand the character and central role of conservation principles such as momentum, energy, and electric charge.

7) Cite similarities and differences of wave and particle phenomena in nature.

8) Demonstrate a basic knowledge of modern physics concepts such as relativistic effects, nuclear radioactivity, and wave-particle duality.

9) Understand the basic principles of electricity and magnetism and their application to common occurrences.

10) Cite accepted explanations for common terrestrial and celestial observations, using the laws of motion.

11) Understand that the flow of energy is basic to all physical phenomena.

12) Understand the basic concepts of geometric and physical optics.

13) Understand the basic character of heat, temperature, and internal (thermal) energy.

14) Evaluate the impact of discoveries in physics.

15) Be aware of careers in physics and related fields.

16) Understand the importance of physics in current social issues and its application to the other sciences.

17) Be able to apply physics principles to situations in daily life.

PROGRAM

1) The Science curriculum shall be developed and evaluated according to the standards for all program areas.

2) Elementary school science instruction shall include hands-on, investigative classroom activities and field experiences on a regular basis.

3) For safety purposes, laboratory class sizes shall be limited by the number of laboratory stations in the classroom.

4) Care shall be taken to ensure that laboratory activities are safe and under the constant supervision of an endorsed instructor.

5) Chemicals shall be stored in a separate storeroom and according to reactive compatibilities. Flammable materials shall be stored with exhaust-only ventilation.

6) All science classrooms shall be in compliance with the Montana Indoor Clean Air Act.

7) Science classrooms shall have the proper safety equipment. For example, a chemistry laboratory should have a fire alarm, fire blanket, fire extinguisher, eye wash, goggles, and aprons. Gas supplies serving science laboratories shall have a master shut-off valve that is readily accessible to the instructor or instructor in charge.

SOCIAL STUDIES

Social Studies draws on the social sciences (economics, political science, geography, sociology, anthropology, psychology) and the humanities (history, literature, the arts, and philosophy). The social studies cover United States studies, global studies, and the social science disciplines.

A basic program in Social Studies allows a student to:

1) Participate in meaningful first-hand and hands-on learning activities that draw on experiences in the home, school, neighborhood, and the world.

2) Participate in committee work, role playing, creative drama, classroom discussion, and interviews.

3) Develop research skills, which may include the gathering and recording of information from a variety of sources such as films, pictures, oral and written literature, music, and field trips.

3) Develop citizenship skills through sharing, responsibility, cooperative learning, compromising, conflict resolution, and decision making.

4) Enhance his/her communication skills through drawing, acting, reading, writing, listening, and speaking.

5) Use topics that engage his/her interests and extend personal context for learning to a global realm. Learning activities are varied and involve the student intellectually, socially, and physically.

6) Nurture an understanding of the contemporary and historical traditions and values of the American Indian culture and other minority cultures of significance to Montana and to social studies in general.

SOCIAL STUDIES: LEARNER OUTCOMES

History and World Culture

A basic program in Social Studies shall give students a sense of the history of our culture and of other cultures.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Identify cultural characteristics such as social traditions, art forms, and language.

2) Demonstrate knowledge about important chronological events in history.

3) Provide examples of economic, cultural, political, and technological developments which contributed to human progress.

4) Characterize the social organizations and institutions of one's current environment and of other peoples and nations.

5) Identify individuals who played roles in historical evolution.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Explain how learned patterns of behavior, technology, and economic activities influence culture.

2) Demonstrate knowledge of the dynamics of preindustrial and transitional society and of preindustrial, industrial, and postindustrial community.

3) Explain how the characteristics of culture are manifested in economics, government, arts, and sciences.

4) Detail how invention, diffusion, and adaptation influence cultural change.

5) Explain the biological, affectional, economic, and social functions of families.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Law and Legal Rights

Students shall be able to describe the importance and role of law, including legal rights and obligations to individuals and to society.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) List the basic characteristics of the U.S. Constitution.

2) Explain why the Bill of Rights was added to the Constitution.

3) Detail the basic functions of the U.S. government.

4) Identify different levels of government, such as city, county, state, tribal, and federal government.

5) Explain basic sources of law, such as Congress and state legislatures.

6) List basic public services provided by government.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Explain the need for and function of separation of powers and checks and balances.

2) Explain the need for and provision of due process of law.

3) List the individual rights protected by the first ten amendments to the U.S. Constitution.

4) Detail how laws emanate from various authorities.

5) Discuss the characteristics of federalism.

6) Explain how Constitutional change is made.

7) Discuss the importance of judicial review.

8) List the functions of the three branches of government.

9) Explain the difference between civil and criminal law.

Upon GRADUATION students shall:

1) Demonstrate proficiency in the application of the above concepts.

Economics

Students shall be able to identify, explain, and apply economic principles and concepts that affect people in all societies.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Provide some basic examples of the relationship between economics and human needs.

2) Detail basic operations of supply and demand.

3) List the roles of people in the division of labor.

4) List basic economic systems, such as private enterprise and collective economies.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Discuss the importance of economic goals, such as growth, employment, and efficiency.

2) Explain the causes and effects of economic problems such as scarcity, credit, and resource allocation.

3) Detail the relationship between specialization and careers and occupations.

4) List the basic resources of production.

5) Explain market interrelationships, such as cost/benefit, trade-offs, and distribution of goods and services.

6) Detail the characteristics of market and command economic systems and traditional economies.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Geography

Students shall be able to apply the concepts and knowledge of geography to peoples' relationships with their environment.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) List the basic characteristics of natural, physical, and cultural environments.

2) Explain the Earth/sun relationship as an energy system.

3) List the seasons.

4) Explain the cause of night and day.

5) Determine geographical location, such as position, site, and distance.

6) Locate different cultural and physical regions.

7) List the basic characteristics of climate.

8) Identify the basic land forms and water bodies.

9) Detail the need for and benefits of natural resource conservation.

10) Provide examples of the influence of geography on population size and distribution.

11) Provide examples of land use.

12) Define habitat.

13) List the characteristics and use of maps.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Discuss the interrelationships of environments, cultures, and weather.

2) Explain the relationship of the earth and sun.

3) Locate geographic positions, using latitude, longitude, strategic sites, and maritime and time zones.

4) Detail the effects of ocean currents, wind, mountains, and other physical and climatic elements on weather.

5) Explain the impact of geography on human settlement patterns.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Social Institutions

Students will be able to discuss the role of our basic institutions and their impact on the individual and on society.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Detail the traits of socialization, such as individual and group behavior.

2) List the basic social institutions, such as family, educational, and religious institutions.

3) Identify basic differences between individual values, group norms, and social problems.

4) Discuss traits of interactive social processes, such as cooperation, competition, and conflict.

5) Identify social classes and social groups, including ethnic and minority groups.

6) Explain examples of social control, such as dependency, reward, and punishment.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Discuss and give examples of the causes of socialization.

2) Explain the relationship of economics, politics, science, and religion to social institutions.

3) List examples of social interaction, such as group dynamics, assimilation, and accommodation.

4) Discuss how societies implement social control.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Social Behavior

Students will be able to explain the dynamics of human behavior in social situations.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) List examples of how the physical senses influence social behavior.

2) Discuss how techniques such as review, application, comparison, concentration, and ideas aid in learning and remembering.

3) Explain how one's needs, motives, experiences, and self-concept influence differences in individuals.

4) Explain how ideas such as security, self-expression, and achievement support personal and social needs.

5) Discuss the social roles of leadership, following, aggression, and submission.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Explain how learning and remembering can be improved.

2) Explain how attitudes and expectations influence one's perception of others.

3) Practice different group processes in problem solving.

4) Discuss how one can realize personal and social needs.

5) Provide examples of various attitudes and customs and how they contribute to individual differences in people.

6) Discuss the influence of prejudice, discrimination, conformity, and acceptance on social roles.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Cultural Relations

Students shall recognize the relationships among nations, ethnic groups, and cultures.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Compare family units with families of nations.

2) Discuss community and global interdependence.

3) Define the traits of nationality, such as birthplace, language, and race.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Provide examples of national and global interdependence.

2) Explain the concept of global community.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Current Issues

Students shall demonstrate an awareness of current issues and historical perspectives.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Detail differences between local and state history.

2) Discuss the influence of different historical periods on contemporary times.

3) Provide examples of world history events that influence current issues.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Explain the impact of developments such as growth, transportation, industry, and politics on local and state history.

2) Discuss the role of events such as sectionalism, economic change, and urbanization on U.S. history.

3) Detail the role that issues such as colonialism, ethnocentrism, war, and imperialism play in contemporary world affairs.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Social Change

Students shall understand the roles of conflict, cooperation, and change.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Explain the role of time (day, week, month, season) in human life.

2) Define basic ideas such as cause and effect, interpretation, and synthesis.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Discuss the meaning of epochs in time, such as the Middle Ages, colonial periods, and postwar periods.

2) Explain social processes such as reconstruction of events, interpretation, and periodization.

3) Discuss important social movements, such as civil rights, women's rights, and peace activism movements.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the concepts above.

Democracy

Students shall understand and apply democratic beliefs and values that guarantee respect for human dignity and freedom.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Explain basic human rights, such as liberty, dignity, and justice.

2) Explain individual freedoms such as freedom of worship, thought, and expression.

3) List individual responsibilities such as honesty, tolerance, and compassion.

4) Demonstrate an ability to make and clarify judgments.

5) Demonstrate how to search for information, verify data, and question.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Provide examples of logical fallacies such as appeal to force, argument from ignorance, and snob appeal.

2) Demonstrate an ability to make and clarify judgments and define and analyze related criteria.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Critical Thinking and Problem Solving

Students shall apply critical thinking and problem solving through personal and interactive skills and through social and political participation.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Classify information by sequence and in groups.

2) Interpret information by stating relationships, noting cause and effect, drawing inferences, and predicting outcomes.

3) Analyze information by organizing key ideas, separating major components, examining relationships, detecting bias, and comparing and contrasting.

4) Summarize information by restating major ideas and forming opinions.

5) Synthesize information by communicating orally and in writing.

6) Evaluate information by using criteria such as source, objectivity, and technical correctness.

7) Apply decision making skills by securing needed factual information, recognizing values, identifying alternative courses and consequences, and taking action.

8) Use social and political participation skills to communicate effectively, recognize mutual relationships, set goals, plan, organize, and make decisions; keep informed, cooperate, negotiate, compromise, and accept responsibility.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Summarize information by combining critical concepts into a statement of conclusions and by stating a hypothesis.

2) Synthesize information by proposing a new plan or system and reinterpreting events in terms of what might have happened.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Decision Making

Students shall be able to explain the dynamics of social and political decision making by using effective citizenship skills.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Understand organization and grouping.

2) Be familiar with civic processes of elections, procedural rules, order and protocol, discussion, brainstorming, majority rule, and responsibility for decisions.

3) Experience involvement in his/her community through active participation in a community group.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Enhance their understanding of organization and grouping.

2) Exercise citizenship processes.

3) Continue his/her involvement in community groups, organizations, and/or services.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

Study and Research Skills

Students shall be able to access and process information through the use of study, research, and technological skills applied to the social studies.

Consistently throughout the PRIMARY level, all students will experience the following major concepts and subconcepts according to their developmental abilities:

1) Be able to identify key words and ideas and summarize them.

2) Apply research skills such as questioning and the use of library and other resources to find answers.

Consistently throughout the INTERMEDIATE level, students will reinforce and extend their learning of concepts experienced at the primary level and, in addition, will experience the following major concepts and subconcepts according to their developmental abilities:

1) Be able to skim, outline, review, and take notes.

2) Use the library and other resources for research; refine topic selection and organize and present information in written formats to verify data.

3) Use technology appropriately, including databases.

Upon GRADUATION the student shall:

1) Demonstrate proficiency in the application of the above concepts.

PROGRAM

1) The Social Studies curriculum shall be developed and evaluated according to the standards for all program areas.

2) Students shall be encouraged to take advantage of spontaneous curiosity as it occurs in order to foster learning from current issues and events.

3) Teachers shall recognize the effectiveness of thematic units that integrate social studies into cross-curriculum learning.

4) Instruction in the Social Studies shall take advantage of out-of-classroom programs and resource people, natural and field experiences, and public service activities that enhance student learning.

VOCATIONAL/PRACTICAL ARTS

The Vocational/Practical Arts is a program of articulated, well-planned, coordinated, and sequential experiences that prepare students for successful participation in community, home, life, postsecondary education, and work.

The Vocational/Practical Arts shall include Agriculture, Business and Office Education, Home Economics and Wage-Earning Home Economics, Industrial Arts and Technology, Marketing, and Trades and Industry.

Vocational/Practical Arts serve students who want, need, and/or benefit from foundations for career planning; communication and computation skills and technical literacy; personal skills and attitudes; broad and specific occupational skills and knowledge; and employment skills, including self-employment.

A basic program in Vocational/Practical Arts shall:

1) Be an integral part of the education program and a complement to the academic program.

2) Motivate students, provide exploratory experiences, and increase career planning and employment skills.

3) Be a cooperative effort of business, industry, and schools, contributing to Montana's economic development.

4) Give students the opportunity to develop their vocational aptitudes to the highest level possible in order to promote success in their postsecondary living experience.

5) Increase students' abilities to function successfully in home, social, and consumer environments.

6) Develop student leadership skills through curricular and vocational organization activities that encourage active interest in the community and in the value of good citizenship.

7) Enable students to use leisure time in a worthwhile manner.

8) Motivate students to master academic skills and demonstrate the practical application of those skills in a working and living environment.

9) Help students apply critical thinking, decision making, and problem solving skills to vocational education and occupations.

10) Develop positive attitudes toward work, respect for quality workmanship, and effective interpersonal skills.

11) Develop an understanding of safe, efficient, and courteous highway use as a passenger, pedestrian, cyclist, or motor vehicle operator.

VOCATIONAL/PRACTICAL ARTS: LEARNER OUTCOMES

At the end of the PRIMARY level the student shall:

1) Be aware of various careers open to all students without regard to gender stereotyping.

2) Practically apply the oral and written communication skills related to vocational education.

3) Apply introductory skills in technical literacy.

4) Be aware of essential life and work skills, including acceptable social behavior, self-esteem, positive personal relationships, and respect for authority.

5) Be introduced to the relationship between academic knowledge and practical application.

6) Demonstrate introductory concepts, skills, attitudes, and values in traffic education.

At the end of the INTERMEDIATE level the student shall:

1) Be aware of a wide variety of careers and postsecondary experiences.

2) Have a working knowledge of the skills, responsibilities, and applications of vocations.

3) Build technical literacy skills.

4) Develop a work ethic, which includes an understanding of the importance of health, time, money, and scarce resource management to life and work.

5) Understand and appreciate the values of cooperation and a positive attitude in the world of work and an appreciation for quality workmanship.

6) Demonstrate the relationship between academic knowledge and practical application.

7) Consistently demonstrate basic concepts, skills, attitudes, and values in traffic education.

Upon GRADUATION the student shall:

1) Be able to assess the labor market for information essential to career decisions based on personal interests, ability, and aptitude.

2) Show and use oral and written communication through work-related activities or simulations and apply the process of evaluation.
3) Apply decision making and critical thinking skills through work.

4) Integrate academic and technological concepts; apply technical literacy skills; access and interpret technological information and project it to the future; and integrate mathematical, scientific, and technical knowledge and concepts in areas of occupational interests.

5) Apply academic and consumer skills to manage personal/work environment.

6) Demonstrate and assess life skills and use leadership and citizenship skills.

7) Demonstrate employment seeking skills (job search, interview, resume, etc.)

8) Demonstrate procedural skills necessary for entry employment in his/her occupation and an appreciation for quality work.

9) Consistently apply appropriate traffic education concepts, skills, attitudes, and values for a lifetime of safe roadway use.

Personal/Adult Living Skills

Upon completion of a course of study in Personal/Adult Living Skills, the student shall:

1) Identify the responsibilities and privileges that characterize adulthood; recognize various roles of adults, and will recognize skills and processes essential to functioning as an adult.

2) Given a problem situation, describe how the decision would be made if each of the processes and rules of decision making were followed.

3) Given a description of how decisions were made in allocating resources, identify principles of resource use applied in the decision.

4) List personal motivational sources and explain how they relate to personal management.

5) Describe the benefits of a positive self-concept.

6) Identify lifestyle choices as they exist today.

7) Identify and describe stages of individual development and analyze family function in relation to that stage.

8) Identify legal and moral commitments in beginning and ending a relationship.

9) Explain the social and psychological forces involved in mate selection.

10) Analyze male and female roles in a marriage.

11) Identify issues an individual and his/her future mate should discuss prior to marriage.

12) Describe family roles, functions, and interactions.

13) Recognize the normalcy and function of conflict in marriage and assess the resources available to help couples resolve conflict.

14) Describe the effect of employment on family life.

15) Interpret his/her attitude toward divorce as it will affect attitudes toward marriage.

16) Identify several factors involved in the decision to parent.

17) Describe child abuse and neglect; analyze causes and effects of child abuse and neglect, and identify services and legal aid available to the abused and abuser.

18) Interpret the role patterns of foster, adoptive, and step-parents.

19) Describe reasons for one-parent families.

20) Describe the growth and development of infants and children.

21) Describe the important influences on prenatal development.

22) Identify problem behavior in children in an effort to determine the goal of misbehavior and suggest positive techniques for guiding children's behavior.

23) Identify personal and family crises and describe resources which can help in coping with crisis.

24) Analyze the wise use of credit.

25) Design a budget for managing income and expenses.

26) Identify the financial services available to manage personal income.

27) Appraise his/her need for life, health, auto, and property insurance.

28) Evaluate housing choice based on personal needs.

Agricultural Education

Agriculture education develops entry-level knowledge, skills, attitudes, and experiences in agricultural business and production, including supplies and services and agricultural products, processing, resources, and mechanics, and horticulture or forestry. Agriculture education prepares the student for further education for self-employment or for other entry-level jobs at semi-skilled, skilled, or technical levels.

Upon completion of a program in Agriculture, a student shall:

1) Be able to select self-employment or an appropriate career in the area of agricultural business and production, including mechanics, supplies and services, products and processes, resources, or in horticulture or forestry.

2) Display leadership, citizenship, and cooperation developed through membership and participation in civic and vocational organizations.

As determined through task analysis for self-employment or for entry-level employment, the student will demonstrate knowledge, skills, attitudes, and practical experience in:

3) Basic soils management; plant growth and reproduction; field crop production, marketing, and management; range management; horticulture; and forestry.

4) Selecting, breeding, and rearing of commercially important species of livestock; animal nutrition, health, and care; and the profitable management and marketing of livestock.

5) Agricultural mechanization, including safety and care of hand and welding equipment, basic electricity, basic and applied power and farm mechanics.

6) Agricultural management, marketing, and economic principles; and business financial planning, including leasing, credit, depreciation, and machinery economics.

7) Propagation, management, and marketing of economically important horticulture crops as determined by employees.

8) Forestry production, transportation, processing, marketing, and distribution.

Business and Office Education

Business and Office Education prepares students for directing, planning, organizing, and controlling all business and office systems and procedures. The program prepares students to use and apply the latest technologies in fulfilling their duties and responsibilities in a variety of work settings.

Upon completion of a Business and Office Education program, a student shall:

1) Demonstrate the skills needed to apply for, and obtain employment in one of the appropriate occupational areas (accounting, bookkeeping, banking, data processing, office supervision and management, secretarial, typing, general office, word information processing, electronic communications, general business and related occupations).

2) Demonstrate knowledge of society's business economy and consumer systems.

3) Use equipment and technology that is currently used by industry.

4) Demonstrate the knowledge, skills, and attitudes necessary and appropriate for the business world.

5) Adapt and adjust to the changing needs and requirements of his/her occupation and of the business world in general, using tools such as employment projections and predictions.

6) Display leadership, citizenship, and cooperation developed through membership and participation in civic and vocational organizations.

7) Develop an understanding of the importance of lifelong learning and continued acquisition of appropriate skills.

Home Economics and Home Economics Wage Earning

Home economics education provides skills for home and family living and prepares students for home economics wage earning occupations.

Consumer and homemaking programs help students establish and maintain a successful home and family life. Students learn management, priority setting, and interpersonal relationships skills in child development, family relations, clothing and textiles, foods and nutrition, housing, and consumer education.

Wage-earning home economics provides education for gainful employment in an occupation related to home economics. Wage-earning programs are offered through secondary coursework and on-the-job experience.

Upon completion of a Home Economics program, a student shall:

1) Be able to use skills which improve the quality of individuals and family life.

2) Apply effective strategies for his/her future roles as employee and home manager.

3) Use technology to meet personal and family needs.

4) Use applied learning to develop transferable job skills.

5) Develop an awareness of careers related to home economics.

6) Understand the world of work through entrepreneurship.

7) Understand the role of home economics and the family in economic development and worker productivity.

8) Develop consumer competence.

10) Develop leadership through civic and vocational organizations.

Industrial Arts and Technology

Industrial arts and technology education includes trade and industrial education and prevocational industrial arts, now in transition to a new curricular emphasis, Technology Education. Instruction covers occupations in communication, construction, manufacturing, and power/transportation.

Upon completion of a prevocational Industrial/Technology Education program, a student shall:

1) Be able to make informed and meaningful career and education choices relating to careers in construction, manufacturing, communication, and power/transportation.

2) Understand the importance of technology as it affects work and daily life, including the use of tools, how science and technology are related, and the ethical, sociological, and environmental issues technology has raised.

3) Understand that technology influences the future and requires personal and occupational adjustment.

4) Work with tools, materials, processes, and technical concepts safely and efficiently.

5) Make wise consumer decisions.

Upon completion of a vocational Industrial Education program, a student shall:

1) Perform entry-level tasks and possess the skills and knowledge of current technology necessary to succeed in a trade or industrial occupation equivalent to a second-year apprentice level.

2) Use tools and equipment safely and promote a work environment that reduces hazards.

3) Demonstrate knowledge of the related science and math concepts and communication skills.

Marketing Education

Marketing education gives students the training and direct experiences needed for meaningful work and lifelong learning in wholesale and retail marketing. It prepares students to improve marketing practices; contribute to their community's economic development; and understand the value and responsibilities of entrepreneurism.

Upon completion of a course of study in Marketing, a student shall:

1) Identify careers in marketing and the interests, aptitudes, personal qualities, and other information necessary to make informed career choices.

2) Demonstrate the skills needed to successfully obtain and maintain employment in marketing occupations.

3) Identify the basic features of the American economic system and their impact on business practices.

4) Understand the purpose and use of marketing research.

5) Identify the main types of business ownership and the elements needed for a successful business venture.

6) Apply fundamental mathematics skills to problems encountered in marketing occupations.

7) Understand how to purchase goods for resale and the terminology used by product buyers.

8) Understand merchandise handling and inventory procedures used in businesses.

9) Apply the elements of design and principles of arrangement to the sales promotion areas of advertising and display.

10) Demonstrate how to satisfy customer needs through the use of selling techniques.

11) Complete and record sales transactions accurately.

12) Apply management theories to business situations.

Traffic Education

Traffic education is integrated in the K-12 school curriculum. It develops the concepts, skills, attitudes, and values needed for a lifetime of safe, drug-free, courteous, and efficient use of roadways, as a passenger, pedestrian, bicyclist, or motor vehicle operator.

A basic secondary program in Traffic Education shall:

1) Stress physical, emotional, and mental health as essential to the proper use of streets and highways.

2) Encourage the use of fundamental processes learned in earlier years.

3) Teach students how to use road maps, read and interpret instructions, compute speed and stopping distances, and understand the laws of motion.

4) Teach students that a person who can operate a vehicle safely and efficiently is a worthy family member, since American families depend on the automobile for a variety of occupational and recreational uses.

5) Prepare students to use a motor vehicle for occupational and recreational purposes.

6) Prompt good citizenship by encouraging compliance with laws; by exercising civic responsibility for improving laws through legislation; and by encouraging habits of fair play, courtesy, and maintenance of property.

7) Stress a driver's responsibility for the safety of others and a respect for road ethics and the law.

PROGRAM

1) Vocational/Practical Arts curricula shall be developed and evaluated according to the standards for all program areas.

2) The school district shall make an effort to give faculty time for preparing grant applications and funding and budgeting resources.

3) The school district shall ensure that all programs, resources, and facilities meet safety and health standards and that class size and time provide for safety and optimal use of equipment and facilities.

LIBRARY/MEDIA

The pleasure of reading, viewing, and listening and the ability to use and manage information are essential for students to function in a global community.

Library/media services bring together the resources and technology that enable a student to:

1) Read for the sake of enjoyment and enrichment
2) Read, listen, and view critically
3) Learn effective ways to find information and material to meet his/her unique needs
4) Organize, analyze, and interpret information
5) Integrate information across content areas
6) Reach conclusions
7) Become a lifelong learner

To help students achieve learner outcomes, the Library/Media program shall:

1) Teach library/media skills in sequence and in the context of the K-12 curriculum.

2) Support and enrich all areas of the school program.

3) Integrate library/media instruction across content areas.

4) Involve students in literature and reading, with the opportunity to be advised about reading in an unstructured, informal setting.

5) Give students the opportunity to identify and meet personal information needs.

LIBRARY/MEDIA: LEARNER OUTCOMES

Access to Information

The library-media center gives students access to information and resources in a variety of formats. It helps them develop the skills needed for lifelong learning in an information-based society.

At the end of the PRIMARY level the student shall:

1) Demonstrate good library citizenship, such as caring for and returning materials, and express a sense of ownership of his/her school library/media center.

2) Be aware of the library catalog and possess the beginning skills to identify and locate print and nonprint materials.

3) Know what reference means and that there are sources for reference; have beginning skills to use references such as dictionaries and encyclopedias.

The student shall be able to:
4) Translate information from print and nonprint resources.

5) Conduct research by selecting a topic and finding information on that topic.

6) Identify people in the community as sources of information.

At the end of the INTERMEDIATE level the student shall:

1) Be aware of the types of libraries and of the unique nature of libraries in a free society.

2) Locate materials which fulfill assignments and satisfy personal interests.

3) Be aware of types of basic reference sources (encyclopedias, dictionaries, almanacs, atlases, periodical indexes, subject encyclopedias, subject dictionaries and data bases).

The student shall be able to:
4) Gather, analyze, select, and use materials.

5) Select a topic, find a variety of information sources on that topic, summarize, paraphrase, evaluate, synthesize, and present the information in a new form while citing sources.

6) Identify sources of information in the community.

Upon GRADUATION the student shall:

1) Understand and appreciate the role of information in a free society.

The student shall be able to:
2) Access print and nonprint materials effectively and efficiently for individual and group needs.

3) Identify, locate, and use basic and specialized reference sources and data bases.

4) Apply critical thinking and problem solving skills in selecting, evaluating, and using information.

5) Identify community resources and access information networks and other resource centers.

Informed and Creative Use of Media and Technology (see also "Communication Arts" program standards)

The library/media center enables students to develop as critical readers and viewers and to use technology to express ideas.

At the end of the PRIMARY level the student shall:

1) Know that information can be delivered by a variety of technologies.

2) Be able to use technology for the creative expression of ideas.

3) Know the difference between factual and imaginary.

4) Understand that a variety of people, such as authors, illustrators, publishers, are involved in the creation and production of books and other media.

At the end of the INTERMEDIATE level the student shall be able to:

1) Request information in a variety of formats and from a variety of technologies; select formats appropriate for his/her learning style.

2) Use technology for the creative expression of ideas.

3) Begin to evaluate appropriate print and nonprint media for accuracy, relevance, and bias.

4) Appreciate aesthetically a variety of media.

5) Understand that many people, such as authors, illustrators, and publishers, collaborate in the production of books and other media and own the material through copyrights.

Upon GRADUATION the student shall be able to:

1) Select materials in a variety of formats, delivered by a variety of technologies.

2) Use technology for the creative expression of ideas.

3) Evaluate appropriate print and nonprint media for accuracy, relevance, and bias.

4) Appreciate aesthetically a variety of media.

5) Use information legally and ethically.

Appreciation and Enjoyment of Literature

The Library/Media program develops a love of reading and an appreciation of literature.

For integral learner outcomes in the literary arts, see the "Communication Arts" and "Fine Arts" program areas.

PROGRAM

1) The Library/Media program shall be developed and evaluated according to the standards for all program areas.

2) The Library/Media program shall have:

a) A collection development and copyright policy.

b) The materials selection and challenge policies of the school district (see "School Leadership").

3) The school shall examine ways to cooperate with other libraries through resource sharing.

4) The school district shall have a centralized library/media collection that includes print and nonprint materials that are readily accessible to students and staff. The collection shall be:

a) Selected by professionals to meet the student outcomes, curricular needs, and student recreational needs.

b) Culturally diverse.

c) Centrally based, inventoried, and catalogued.

d) Sufficient to meet the professional needs of the staff.

e) Current and adequate to meet the learner outcomes, curricular requirements, and recreational needs of the students.

3) Evaluate appropriate print and nonprint media for accuracy, relevance, and bias.

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Please note: corrections in all copies of draft.
Thank you
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GUIDANCE

Students of all ages must make many choices that affect their lives, now and in the future. Comprehensive guidance programs are a way to serve the divergent and changing needs of students.

The student is the focus and purpose of a K-12 guidance program, and all students should benefit from it. Guidance counseling is the specific educational service that helps individual students develop their personal, social, educational, and career/life planning skills.

GUIDANCE: LEARNER OUTCOMES

Through all levels and in all areas, students shall continue to build upon previous outcomes. Also, because citizenship skills are important to personal and social development, see also "Social Studies" program standards.

Personal Development

At the end of the PRIMARY level the student shall:

1) Develop a positive self-image, personal initiative, and physical independence.

2) Experience security in his/her school environment.

3) Be able to identify and express feelings.

4) Develop decision making skills and accept responsibility for his/her decisions.

At the end of the INTERMEDIATE level the student shall develop:

1) A sense of conscience, morality, personal value, and self-worth.

2) A positive and realistic self-concept.

3) An acceptance of sexuality and physical image.

4) Self-direction and independence.

5) Appropriate ways to express feelings.

6) Strengthen decision making skills and accept responsibility for his/her decisions.

Upon GRADUATION a student shall:

1) Develop personal independence as a responsible adult.

2) Identify and use resources that help him/her cope successfully with life's complexities.

Social Development

At the end of the PRIMARY level the student shall:

1) Share experiences and manage school, family and social concerns.

2) Develop a sense of belonging.

3) Understand and appreciate the rights of others.

4) Understand that other people have feelings.

At the end of the INTERMEDIATE level the student shall:

1) Gain a sense of social recognition.

2) Have the opportunity to establish close peer relationships.

3) Recognize and respect the fact that different people have different values and systems of values.

Upon GRADUATION the student shall:

1) Develop a sense of responsibility to self, others, and society.

2) Use abilities and skills in establishing and maintaining family, peer, and community relationships.

Educational Development

At the end of the PRIMARY level the student shall:

1) Realize the meaning and value of learning.

At the end of the INTERMEDIATE level the student shall develop:

1) Skills with which to form goals.

2) An awareness of the need for lifelong learning.

3) Motivation for achievement of personal goals.

Upon GRADUATION a student shall:

1) Formulate and attain realistic long-term goals.

2) Strengthen his/her awareness of the need for lifelong learning.

Career Development

At the end of the PRIMARY level the student shall:

1) Understand the nature and values of occupations at home, school, and within the community.

At the end of the INTERMEDIATE level the student shall:

1) Assess individual values, interests, aptitudes, and abilities and their relationship to career development.

2) Increase his/her understanding of the components of career planning.

3) Begin in-depth exploration of career fields and specific occupations.

Upon GRADUATION the student shall:

1) Use career guidance information and resources to plan for postsecondary education, vocational training, and/or work.

PROGRAM

1) The Guidance program shall be developed and evaluated according to the standards for all program areas.

2) The school shall ensure confidentiality and privacy for counseling and the security of guidance records.